

PALMER PENMANSHIP POINTERS

AN INCOMPREHENSIBLE FACT

There are in the schools of the United States a considerable number of teachers whose pupils have had individual copies of the Palmer Method of Business Writing for periods of one to ten years, but who have never taught a Palmer Method lesson.

You see it is just like this; the real Palmer Method is learned only by those who study closely and follow exactly in practice and teaching, the very simple instructions that are printed in the Palmer Method of Business Writing, yet there are in the schools of the United States a considerable number of teachers (whose pupils have had individual copies of the Palmer Method Red Book for periods of from one to ten years) who have never studied these very definite and simple instructions. Such teachers may have punctiliously given their pupils every school day drills to practice that are in the Palmer Method of Business Writing, but, still they have never given a Palmer Method lesson.

There are ninety-six small pages in the Palmer Method of Business Writing and fully one-half of the total space of these pages is filled with illustrations! Thus, it will be seen, that the only obstacle to the success of teachers who essay to teach the Palmer Method of Business Writing is their failure to do the obviously simple thing—study closely, and follow exactly in practice and teaching, the instructions in the red covered Palmer Method Manual.

Why make complex and difficult the simple subject of practical penmanship? The Palmer Method Plan opens to every teacher the fascinating, easy way to a thorough knowledge of the mechanics and pedagogy of practical handwriting. The truth of this statement is fully attested by tens of thousands of teachers in elementary schools, who, having followed the Palmer Method Plan, are daily teaching their pupils a plain-as-print, unshaded, unadorned, rhythmic style of penmanship, embodying legibility, rapidity, ease and endurance.

More and very specific information about the Palmer Method Plan will be found in the following pages.

THE A. N. PALMER COMPANY

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120 BOYLSTON STREET, BOSTON, MASS.
WIDENER BUILDING, PHILADELPHIA, PA.

623 SO. WABASH AVE., CHICAGO, ILL.
PALMER BUILDING, CEDAR RAPIDS, IA.
508 PITTOCK BLDG., PORTLAND, ORE.

Do Not Blame the Palmer Method

We have been told by educators who have visited some public schools where the Palmer Method is the adopted system, that they failed to find good penmanship in the classes. We do not dispute this statement. We can go directly to schools where the Palmer Method was adopted five, six, and even ten years ago, and where no teacher has yet given a lesson in it. We do not mean by this that a certain period in each day has not been devoted to penmanship.

We appeal to educators who desire to investigate the Palmer Method of Business Writing to go to schools where the Palmer Method Plan has been followed, and we must emphasize what should be a self-evident fact, and that is that teachers cannot teach what they do not know. When the Palmer Method is introduced in a school where teachers do not study—do not even read the printed instructions in the red covered manual, and therefore make no effort to learn the correct way to teach penmanship—it should also be a self-evident fact that the Palmer Method will not be taught, and under such circumstances the manuals will sink to the level of copybooks. The pupils may practice the drills a few minutes each day, but since the instructions are not studied and followed no two pupils will practice in exactly the same way. Some will sit with the spinal columns twisted, developing lateral curvature of the spine; some will sit with the eyes too close to the paper for ocular safety; some will use whole arm movement, some wrist and finger movement, and perhaps here and there will be found a boy or girl who will have sense enough to study and to follow the printed instructions in the manual. That pupil will show some progress towards the acquisition of a good style of penmanship.

Do not blame the Palmer Method unless the Palmer Method plan is followed with strict fidelity, and briefly this is the plan:—First, the specific teaching, step by step, to teachers who are willing to learn how to demonstrate and teach practical writing. Second: The teaching of muscular movement in the primary grades as a foundation for good writing in grades three to eight inclusive; Third: The study by the teachers of our collateral literature, especially our Eight Essential Steps, our Outline for Teachers and our Question and Answer booklet, all of which are sent free to teachers who will ask for them and who will study them.

"The Palmer Method of Business Writing"—A Self-Teaching Textbook

"The Palmer Method of Business Writing" is a self-teaching textbook, and any person, anywhere, can learn to write rapidly a plain-as-print business hand through the correct study and proper practice of the lessons in the "Red Book."

No matter how badly you may write, you can, through its aid, become a master of the pen.

The instructions are simple and easily followed:

Read each sentence in each lesson very carefully.

Study and apply the instructions given.

Follow out the plan of study as outlined by the Author.

The study of the Palmer Method will prove fascinating as well as beneficial, as you gradually "slough off" the old finger-movement habits and see your illegible strokes changed to easily-written, graceful and beautiful alphabetical forms. You could not help being disgusted with your old style of writing. You cannot help being pleased and gratified with the results you will attain from your new style.

The first pictures in the Manual which illustrate correct pen holding, and the pages outlining a study of the arm muscles are of utmost importance.

Go over and over these preliminary lessons. Develop, by practice, an easy, graceful position of the arm and hand. Study the picture carefully which portrays the arm muscle where it pivots upon the desk.

Follow instructions *implicitly*. *Do not deviate*. The instructions given are the pure metal that has come from experience's crucible after twenty-five years of study of the writing problem in its hygienic and pedagogic, as well as its practical phases.

Every year thousands of teachers and pupils become successful and beautiful penmen and qualify as teachers of writing because of the aid received from the Palmer Method Manual, and the "Self-Instructing System of Penmanship."

Teachers Cannot Teach What They Do Not Know

We have never found a superintendent, a principal, or a teacher who would dispute the truth of the above statement, and penmanship is the only branch, we believe, that teachers are trying to teach without first having mastered it.

It is, of course, expected that the Normal Schools from which teachers go into elementary grades, will correct mistakes that may have been made in the training of teachers in elementary schools. It is probably true that all Normal Schools do correct these mistakes, except in the matter of penmanship, and more and more as the years go by, the Normal Schools of the country are undertaking the specific training of the teacher-pupils in the mechanics and pedagogy of practical writing. But, even if all Normal Schools taught efficiently this subject, would it not seem advisable that teachers already in the public schools without knowledge of the simple subject of penmanship would learn how to demonstrate and teach it?

The strongest condemnation of the copybook system of penmanship is found in the inefficiency of the older teachers in this important branch.

Irrespective of what system of penmanship is taught, or how many skilled supervisors of penmanship are hired to take charge of the penmanship work in a public school system, there will be no satisfactory results until the teachers who are with their pupils constantly learn how to demonstrate and to teach practical muscular movement writing to their pupils.

The A. N. Palmer Company is the only organization in the world that is training in large numbers, teachers in the elementary grades to teach successfully good writing. We have been training for several years an average of thirty thousand teachers a year, and the number that we have taught is far in excess of a quarter of a million. Still, there are many other teachers, who because of their lack of training in penmanship, are not obtaining satisfactory results in this branch. To correct this defect we are offering a Normal Course in penmanship free, to all teachers whose pupils are supplied with copies of our textbooks.

Mr. Superintendent, do you of your own personal knowledge, know that your teachers demonstrate automatically practical penmanship? Do you know that they thoroughly understand all the minutia of the pedagogical features of this work from the first to eighth grade inclusive?

If your pupils are not able to write at commercial speed, good plain practical penmanship, the fault rests squarely with the teachers and until they learn the subject, you cannot possibly hope for an improvement in the penmanship of the pupils.

Mr. Superintendent, are *your* teachers trained in penmanship? If not, why not let us co-operate with you and meet this problem face to face? We are ready and willing now. Would not the day before to-morrow be the best time to begin?

Fallacious Systems of Grading Penmanship

During recent years educators have been most prolific in turning out test systems for every subject in the school curriculum. For penmanship there are numerous systems on the market some written by penmen but, in the main, written by psychologists. We shall not discuss the latter except to remark that were we in need of a physical examination we should consult a medical man and not a banker. Most systems, and we have carefully examined them all, grade penmanship on Form alone. Penmanship is purely a mechanical subject and there are four big elements which enter into its study—Position, Movement, Speed and Form. We believe that a child should be taught the "how" of penmanship before being expected to show a good finished product. Also that in any test system for grading penmanship these underlying principles should be taken into account in arriving at his degree of skill. For instance, we have seen many students who wrote beautifully as long as they were writing in a copybook but in their every day writing they scribbled atrociously. Why? Because they were never taught the "how" of writing—the underlying principles of good writing. If their copybook writing had been tested they would have been graded 100%, when, in fact, a fair and comprehensive test would have graded them far below that mark.

FOR PACIFIC COAST PATRONS, THE A. N. PALMER COMPANY HAS
OPENED AN OFFICE IN THE PITTOCK BUILDING, PORTLAND, OREGON

PALMER PENMANSHIP POINTERS

Vol. XIV, No. 4

Published by THE A. N. PALMER COMPANY
New York—Philadelphia—Boston—Chicago—Cedar Rapids, Ia.—Portland, Ore.

JANUARY, 1919

About Teachers' and Pupils' Final Certificates in the Palmer Method of Business Writing

Writing is not of the Palmer Method type no matter how perfect it may be in formation, unless all lines are sharp and clear-cut, indicating the employment of commercial speed—the Palmer Method speed—in its execution. Neither the Teacher's nor Pupil's Final certificate can be issued on examinations in which tremulous, uncertain lines appear in the penmanship indicating the use of slow or finger movement.

Teachers are asked to bear in mind that the first basic requirement in Palmer Method Penmanship is muscular movement speed that guarantees sharp clear-cut lines in all writing, not in a few easy drills, but in every line, in every small and capital letter in every word.

When a Palmer Method examiner, turning a few pages of a set of drills sent to one of our offices for a Teacher's or Pupil's Final certificate, finds shaky lines in some of the drills, the stamp of rejection is immediately placed upon the outside page of that examination. Such an examination will not win even the Pupil's Improvement certificate.

Final examinations in the Palmer Method of Business Writing written throughout with unwavering lines, indicating the employment of good muscular movement, but with loosely formed letters, cannot be awarded Teacher's or Pupils' certificates. In brief, examinations, to win the highest Palmer Method Awards must be written throughout in a good finished type of Palmer Method penmanship; good movement, good formation, with the same number of letters and words on the lines in the examinations as are found on the lines in the Palmer Method Manual. Loop letters above and below the base lines must closely approximate in length those found in the drills in the manual, and, obviously, must be uniform in length.

In order to fully meet the requirements, examinations for Palmer Method certificates must be written on paper 8x10½ inches in size with horizontally ruled lines ⅜ of an inch apart.

Pupils should be taught early to visualize closely the forms of letters, and to co-ordinate movement in building good formation. To reach the desired end in this connection, close study should be made of the varying heights and widths of letters, and the amount of running space they occupy. Pupils should establish in their minds that the small (o) which is used as a basis for measuring the heights of other small letters should be one-sixteenth of an inch high, and that other small letters of the minimum class, such as a, c, e, m, n, u, w, etc., should be no higher; also that the last parts of small b, h, p, and the first parts of small g, j, q, y, and z should be the same height as the small o.

Frequently examinations written throughout with perfect movement show such recklessness in movement application that final certificates cannot be awarded, and sometimes teachers express great astonishment that their pupils, who always sit in such good postures and use such beautiful movement whenever they have occasion to write, should be denied the highest Palmer Method award.

To win the highest Palmer Method certificates, penmanship must be of a finished Palmer Method type and indicate clearly in general style and finish that it is a permanent habit and not a hot-house style feverishly developed in all spare periods during the last few weeks of the last semester of the school year. We should not be asked to issue our Final Palmer Method certificate to any pupil who does not employ muscular movement skilfully and automatically whenever and wherever he has occasion to make use of handwriting as a medium of thought. We should not be asked to issue Final certificates to any pupil who does not write habitually a finished Palmer Method style. To issue Palmer Method Final certificates for less

skill would be dishonest, giving pupils an exaggerated opinion of their ability in penmanship.

It is of course apparent to skilled Palmer Method teachers that, in order to learn a finished type of penmanship that will win our highest awards, pupils must not only possess individual copies of the Palmer Method Manual, but they must be taught how to study and follow the lessons and drills. Pupils must be taught in the advanced stages of practice how to be guided in movement application in form-building according to the third stage of the EIGHT ESSENTIAL STEPS. Of the more than one hundred thousand pupils who win Palmer Method Final certificates every year we have never known one who has accomplished this without an individual copy of the Palmer Method Manual to study at close range.

No Pupil's Final Certificate Below the Seventh Grade

It has been decided that pupils in grades below the seventh may not have Palmer Method Final certificates, but pupils in fifth and sixth grades may have Improvement certificates on well written examinations. It is considered a great honor for pupils in those grades to win Improvement certificates. When final examinations written by pupils of seventh and eighth grades indicate clearly that they were written throughout with good movement but are just a little below the required standard in formation for the Final certificate, the Improvement certificate may be awarded if desired.

All the drills comprising an examination should be written in the numerical order in which they occur and the pages containing them should be arranged in the regular order. These pages should be securely fastened together. The name, grade, name of school, location of school, and the name of the village, town or city, should be written on the first page of every examination. Each examination must be certified by the grade teacher, and where convenient, by the principal. No attention will be given to uncertified examinations sent to us by pupils.

Written examinations for Palmer Method certificates, if sent by mail, must be prepaid at letter rates. Prepaid express is almost invariably the cheaper plan of transportation.

A Teacher Examiner

In each school where pupils prepare examinations for certificates the teacher most skilled in the Palmer Method penmanship should be appointed an examiner, not for the purpose of passing final judgment, but to determine whether the examinations are in a finished style of Palmer penmanship and are worthy to be sent for examination. It will save our examiners work and worry if Palmer Method drills that are below our required standard for Final or Improvement certificates are withheld at the source.

Our examiners are skilled, experienced, fair and impartial.

Now is the time—not next April, May or June—for pupils to begin to study closely and to follow exactly in practice for instructions in the Palmer Method manual in anticipation of writing examinations that will win certificates.

We have prepared an award leaflet which gives specific information about our Gold and Silver Star Buttons for first and second grade pupils, the button given for the first twenty-five drills in the Palmer Method of Business Writing written in good muscular movement style by pupils of any grade from third to eighth inclusive, the Progress Pin given for the first one hundred drills, and also giving a list of the drills which must be written for Teacher's and Pupil's Final and Improvement certificates. This leaflet will be sent free to all who write us for it.

A GROUP OF WASHINGTON TEACHERS WHO HAVE THE PALMER METHOD TEACHER'S CERTIFICATE



KEY TO GROUP PHOTOGRAPH

Effie A. King, Supervisor

1. Eliza Ramsey
2. Nellie Ramsey
3. Louise Walker
4. M. Adele Ward
5. Olive Adams
6. Irma Rounds
7. Iona Twomey
8. Hazel L. Cott
9. Tillie Klindt
10. Millie E. Lange
11. Mabel Jones
12. Stella King Stafford
13. Lela Ellis
14. Lorina C. Daniel
15. Maude Ridgeway
16. Winifred Ellsperman
17. Cassandra Messegee
18. May K. Thomas
19. Letha G. Scaull
20. Ruth Woodruff
21. Alice Ryan
22. Ruth Hendrixon
23. Aura Hunsecker
24. Susan Scofield
25. Emma U. Peterson
26. Grovye Burke
27. Doris Van Meter
28. Eloise Thomas

The Good Penmanship of Walla Walla, Wash.

We are glad to present in this edition of Palmer Penmanship Pointers a most excellent exhibit of penmanship from the Walla Walla, Washington, schools. Miss Effie A. King is the Palmer Method Supervisor and that she is unusually successful is shown by the uniform results secured. To Miss King and her splendid corps of teachers must go the credit, and the Palmer Method shines in reflected glory.

It is merely one more demonstration of the results which can be secured by following the easy Palmer Method Plan. Nearly all of the teachers under Miss King's supervision have earned the Palmer Method Certificate through our Normal Course by Correspondence. Accompanying the exhibit are photographs of all these teachers who have secured the Palmer Method Certificate.

The following memoranda sheds a bright light upon the reason such wonderful results are secured in the Walla Walla schools:

Awards given by The A. N. Palmer Company to pupils of Walla Walla schools:

Silver Stars	243
Gold Stars	192
Method Buttons	644
Progress Pins	275
Improvement Certificates	88

Final Certificates	33
American Penman Certificates	15
and by schools:	

Schools	No. Awards	No. Pupils
Lincoln	195	199
Jefferson	290	313
Washington	260	286
Baker	160	235
Green Park	190	306
Sharpstein	407	538

Another all-important reason for the success of the work may be found in the following letters from different school officials of Walla Walla:

June 6, 1918.

The A. N. Palmer Company,
Cedar Rapids, Iowa.
Gentlemen:

I have thoroughly inspected the penmanship work of our city schools and I am glad to have the opportunity to express my appreciation of the excellent results that have been obtained through the Palmer System.

I believe that a good business hand such as is being taught in our schools is not only a very valuable but a very necessary asset to every young man and woman.

I most heartily commend your system.

Respectfully yours,

(Signed) JOHN L. SHARPSTEIN,
President of Board of Education.

The A. N. Palmer Company,
Cedar Rapids, Iowa.

Gentlemen:
We are highly pleased with the results of the Palmer System in the Public Schools of this city. Under the direction of a capable and enthusiastic supervisor, the work has attracted most favorable comment. I am pleased to commend Palmer.

Cordially,
(Signed) W. M. KERN,
Superintendent.
June 12, 1918.

Mr. A. N. Palmer,
30 Irving Place, New York, N. Y.

My dear Mr. Palmer:

I have just closed what I feel to be a very successful year's work—my first year's work as writing supervisor of the Palmer System in the Walla Walla City Schools. I owe my success, however, to your splendid system, the support of an enthusiastic Superintendent, and the Board of Education, and a responsive corps of teachers. It is an easy matter to get good results and the hearty co-operation of assistants when you are advocating something really worth while.

Our Board of Education have shown much interest in this work. They are all active business men and although we had our exhibit on a Saturday, the busiest day of the week for them, they all visited it and went over the work very thoroughly and were warm in their praise of it. Being business men, they fully realize the value of a good legible handwriting.

Our City Superintendent is a strong advocate of the award system and his enthusiasm in that has done much toward helping to get the results we have obtained. Teachers who were not at first in sympathy with the award system, were ardent in their praise of it after they had tried it out. It is, indeed, interesting to note the spirit in which the pupils enter into the work after a few awards have come in.

The progress the Primary Classes have made has far exceeded my expectations. First Graders who have gotten the correct position once firmly fixed never begin writing without first carefully looking at their hand to see that it is just right.

Specimens of First Grade pupil's writing from Walla Walla, Wash., schools. These little tots are well started toward good habits of handwriting and they will never have to undergo the double task of breaking up bad habits while learning to write correctly.

First Grade
A man can run

Raymond Davis—Photo No. 1—Teacher Miss Daniel.

A man can run

Marjorie Piland—Photo No. 2—Teacher Miss Sitz.

See me run See me

Elizabeth Frank—Teacher Miss Foss.

I see my fine pen

Esther McCracken—Photo No. 5—Teacher Miss Dunlop



Group of seventh and eighth grade pupils of the Jefferson School, Walla Walla, Wash., all of whom are winners of Palmer Method Awards.



Group of seventh and eighth grade pupils of the Jefferson School, Walla Walla, Wash., all of whom are winners of Palmer Method Progress Pins.

I am thoroughly convinced that if the Muscular Movement System, as taught by your method, could be begun in the First Grade and taught on up through the Sixth Grade by efficient instructors, we would never need to go further. It is truly surprising to see what a perfectly splendid business hand a sixth grade student can write that has had such training.

With the sincere wish that the Palmer System may become universal, I am

Fraternally yours,
(Signed) EFFIE A. KING,
Supervisor of Writing.

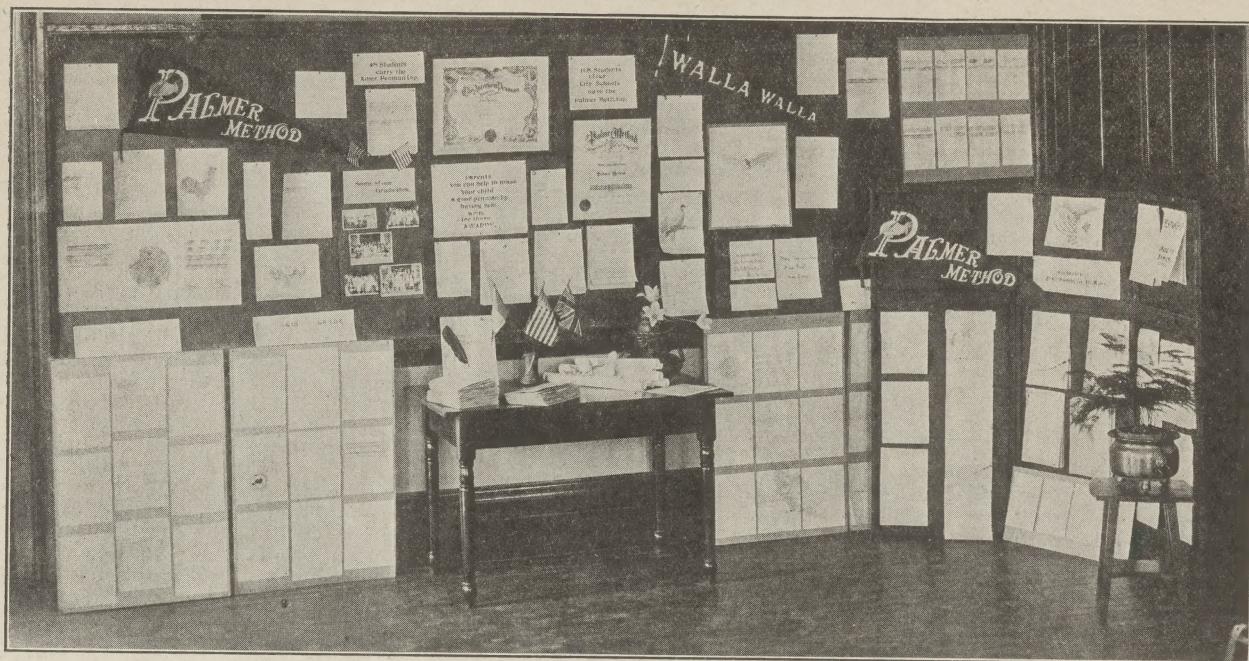
June 6, 1918.

This certifies that the Palmer system of penmanship has been adopted in the schools of Walla Walla County, Washington, for three years; that where it is taught efficiently, the improvement in all grades is very noticeable; and that an exhibition of work from the City schools of Walla Walla, which was recently made here, showed uniform good penmanship to a wonderful degree.

(Signed) MARY GILLIAM,
County Superintendent of Schools.

These results in the Walla Walla schools are only typical of the results secured in hundreds and hundreds of schools throughout the country where the Palmer Method Plan is followed with strict fidelity. More and more educators in all parts of the country are realizing the importance of following the Palmer Method Plan and receiving the splendid co-operation and help of Mr. Palmer's organization, until it is now becoming of almost universal use.

Come again, Miss King and teachers! We wish space would permit us to reproduce all the specimens you sent, but these few are indicative of your splendid work. We are always glad to receive such splendid exhibits, and please accept our heartiest congratulations.



Corner of penmanship exhibit of the Walla Walla, Wash., public schools, held April 13, 1918, at Walla Walla.

Youngstown, Ohio, Adopts the Palmer Method of Business Writing

One of the recent adoptions of the Palmer Method is at Youngstown, Ohio, where 18,000 Palmer Method manuals were ordered for the use of pupils.

Miss Alma Perkins has been appointed the Supervisor of Penmanship of the Youngstown schools. Miss Perkins, formerly a successful teacher of the Palmer Method of Business Writing, has been perfecting herself both in the mechanics and pedagogy of our work in our Chicago office. We predict for her great success as a leader in penmanship reformation.

We confidently expect the teachers of Youngstown, Ohio, to follow strictly the Palmer Method Plan, qualifying in our work through our Correspondence Course.

Free Training for Normal Schools

In view of the fact that fully more than three-fourths of the Normal Schools throughout the United States in which penmanship is taught have adopted the Palmer Method of Business Writing, we desire to show our appreciation and to offer our fullest co-operation to the Presidents of these institutions, and to the Directors of Penmanship in them. We have decided to offer free, to the Senior pupils of all State Normal Schools in which the Palmer Method has been completely adopted, our Normal Courses through correspondence. Necessarily this instruction must be limited to the Seniors who will soon graduate and go out as teachers.

We shall be glad to hear from the principals of Normal Schools and particularly from the directors of penmanship in relation to the best plan to be followed by us in rendering the assistance we have mentioned.

Enrolment cards will be sent to be signed by the pupils and full instructions will be furnished upon request.

The following paragraph taken from the report of the Board of Education of the city of Waterbury, Connecticut, may tend to relieve the doubt in the minds of school officials as to the penmanship problem. This paragraph is taken from the report of former Supervisor of Writing J. O. Gandy:

"The Palmer Method is being taught in several of our schools with a marked degree of success. The Zaner Method is also taught, though not with marked success. The plan of having two separate systems is inadvisable, generally speaking, but specifically, it has accomplished its purpose, that of determining which system arouses the more interest, makes better teacher-penman, accomplishes good results."

Illegible Signatures

Those of us who are interested in the campaign against illegible signature writing (as who of us are not?) will be interested, we feel sure, in the following letter written to Mr. Palmer by a former business man who is now in the U. S. Army Service stationed at Jefferson Barracks, Missouri. The letter follows:

"The terms you employed in condemning scrawl handwriting are very mild indeed. Only the most scathing words of denunciation should be used in dealing with those who are too slothful to acquire a legible handwriting, and as an excuse for their disgraceful, illegible signature, offer the old, shopworn plea of individuality. Nothing could be more absurd than applying the term, individuality, to a few awkward pen-strokes, which the egotist, who envies the legible business writer, is pleased to call his individual signature.

As a banker, I am well aware of the evils wrought by illegible letters and figures, as well as the good which is accomplished by means of the plain-as-print style of business writing, being taught by the vast army of Palmer Method supervisors.

Wishing you unlimited success in your great drive, I am

Very cordially yours,
(Signed) P. W. LISCOW.

Supplies—The Best—For Less

Primarily, school goods must be sold as educational necessities. For sixteen years, The A. N. Palmer Company has lived and had its being in the idea of reformation of the penmanship in the public and private schools of the United States. The many imitators of the Palmer Method Plan that flit across the educational horizon from time to time strengthen us in the belief that we are succeeding.

The A. N. Palmer Company has built up a large and efficient organization for the main purpose of training teachers in the mechanics and pedagogy of practical writing. Our work does not end when the adoption is made and the books sold—it begins then, and goes on and on until all teachers are trained and the penmanship of pupils is uniformly good. We do not tell teachers, but show them "how to do it," which is one of the biggest necessities of modern education.

Wartime and warsales, are very often a true test of an article, and the continued growth of The A. N. Palmer Company is convincing proof of the educational necessity of the Palmer Method of Business Writing and the efficient training of teachers which we give with it. Do not be misled by the imitator of our Plan, who says: "Just as good as the Palmer Method!" Would you buy a copy of a masterpiece if you could get the original at the same price?

The Palmer Method Economical, Conserves Money, Time and Energy

Let us repeat it—The Palmer Method Plan is the most economical; it saves money, time and energy. For elementary schools there are but two books. "Writing Lessons for Primary Grades" for first and second grades, at 15c retail and 10c wholesale, and "The Palmer Method of Business Writing" for grades three to eight inclusive, at 20c retail and 16c wholesale.

Under the Palmer Method Plan a child is taught correct habits of writing from the very first and is never taught a wrong habit. Thus, a child never has to waste time breaking up a bad habit of writing while trying to learn a correct one.

The Palmer Method way is the easy way and every child can learn to write easily, simply, and with rapidity and grace with a minimum expenditure of energy. Why? He uses the large, tireless muscles of his shoulder and forearm while sitting in correct, healthful posture, with no strain on eye, back or arm muscles. He can write for hours without tiring. That the Palmer Method Plan is the most economical and conserves time, money and energy is not only our opinion but the opinion of hundreds—yes, thousands of teachers throughout the United States who have tried it and know whereof they speak. It is in almost universal use throughout the country.

Increased Salaries for Qualified Palmer Method Teachers

In an important city in one of the Dakotas, several teachers have been sent each year to one of the Palmer Method Summer Schools and all of their expenses paid out of the public funds. In addition, these teachers were offered an increase in salary as soon as they had won the Palmer Method Teachers' Certificate. In many different cities increases in salaries are offered to teachers as soon as they have passed the examination and won the Palmer Method Teachers' Certificate. These increases have usually averaged \$50.00 a year; sometimes they have been greater and occasionally the advance has been only \$25.00 a year. These advances in salary have, of course, been the means of inducing many teachers to qualify as capable instructors of practical penmanship. But the big appeal is and should always be, to the professional pride of the teacher. Whether as a school teacher, a clerk in a store, a stenographer, a cashier, a bookkeeper, a letter carrier, a driver of a truck, a tiller of the soil, or a servant in the home, the big appeal for efficiency should be the professional pride of the one to whom it is made.

If teachers are teaching simply because a check is coming at the end of the month and for no other reason, they are almost invariably poor teachers. The teacher who goes cheerfully to her school room every morning and teaches inspirationally every subject during the day, is necessarily alive and is becoming daily a better teacher. She is selected for the higher position, the one given greater responsibility and of course, at the same time, the larger compensation.

It is now true that in many schools of the United States the better positions in the elementary schools are reserved for teachers who are skilled in the mechanics and pedagogy of the Palmer Method of Business Writing. We do not mean by this that teachers are hired for penmanship ability alone, but all else being equal, the expert in practical penmanship is the teacher who has the first call to the really worth while position.

Superintendents and boards of education in some cities ask teachers in the questionnaires they send out, if they hold Palmer Method Teachers' Certificates. More and more this skill in teaching practical penmanship is demanded, and this is because it is realized that penmanship has always carried, and will continue to carry, the heavy load because it must be used constantly in correlation with other branches, and it is now generally understood that there is no better medium through which to teach, skillfully, physical culture which encourages healthful posture, and conserves the health and vision of pupils than through the Palmer Method of Business Writing.

Again let us emphasize that the pupil who writes automatically with muscular movement maintains during his penmanship task, whatever it may be, a healthful posture, thus conserving his health and vision. He also conserves his own time by writing at commercial speed, and the time of his teacher because of the legibility of his writing.

Palmer Method Normal Training Department

The personnel of these departments is made up of specialists. Each department is intensively organized and highly systematized. Each receives and sends forth daily large volumes of mail. These departments occupy the best appointed of modern offices, have extensive record and filing systems—all requiring large expenditures. They, are unique in this sense; for, notwithstanding their vast fixed expenditure, they have no income of any kind. Yet without endowment these Palmer Method Normal Training Departments are a nationally recognized educational force. The collective departments form the largest correspondence school in the world. *YET THE TUITION IS FREE.* The course is thorough, its graduates are all successful teachers of writing. No teacher is too far advanced to be a student in this course, no teacher too obscure. Passing through these departments at the same time is the work of teachers from the largest city school systems—New York, Boston, Philadelphia, Chicago, Salt Lake City—also the work of rural teachers in Maine, Florida, Texas and Oregon.

Every teacher in the world whose pupils are provided with Palmer Method Textbooks for their respective grades is entitled to all the privileges of this Normal Training Course free of charge. The course of study is simple and interesting. Permanent records are kept of every teacher's progress.

If your teachers are not eligible to this course write to the nearest office of The A. N. Palmer Co., tell them about your school, and ask them to explain how your teachers may become demonstrators of practical penmanship.

Our Normal Training Departments are maintained in connection with our offices at New York, 30 Irving Place; Chicago, 623 So. Wabash Avenue; Boston, 120 Boylston Street; Philadelphia, 625 Widener Bldg.; Portland, Oregon, 508 Pittock Bldg.

A Fifteen Dollar Course Free

In an isolated section of one of the western states where there is a railroad station, a water tank, and one family, the station agent's wife wrote to us explaining that she was the teacher in the public school and was paid a regular salary for teaching her little daughter who was the only pupil. This mother explained that she had a copy of the Palmer Method of Business Writing and that her daughter also had a copy of the same book, and she asked, under the circumstances, since she had met the requirement that all her pupils should be provided with individual copies of our textbooks, if she was entitled to our Normal Course free. The answer was that she could take the course free and that the only expense would be the cost of the writing materials and the postage in both directions.

We explain this circumstance to show that we are not only willing, but anxious to teach all teachers who have met our requirements in the way of an introduction.

This course which the teacher of one pupil obtained free, some teachers are paying \$15.00 for, because they are so situated that they are not permitted to even attempt to teach the Palmer Method in their classes.

If you, who read this paragraph, be a teacher whose pupils have individual copies of our manuals adapted to the grades in which they are studying, just write to our nearest office, asking for an enrolment card and first instructions to a beginner.

Follow the Palmer Method Plan

When the Palmer Method Plan is followed with strict fidelity, pupils learn in primary grades how to sit in healthful postures, how to use the large, tireless muscles of the arm in contra-distinction to the cramped, feeble and enervating use of the finger movement in which the fine, delicate muscles are used.

Under this plan, when followed exactly, the time in first and second grades is divided about equally between the blackboard and the desk. Pupils learn the correct movement foundation at the desks and at the blackboards they visualize and make the letters with the whole arm movement which they practice daily in their play.

It must be obvious that practicing movement drills at the blackboard is a positive waste of time.

Palmer Method Popular in the State Normal School, Valley City, N. D.

The Palmer Method of Business Writing has been completely introduced and is being taught most successfully in the State Normal School at Valley City, N. D.

Mrs. Annie S. Greenwood, Principal of the Commercial Department of this school, is a very enthusiastic supporter of the Palmer Method Plan, and the Director of Penmanship, Miss Anna K. Cook, is keeping the interest in practical penmanship alive among the teacher-pupils. The pupils themselves are following Miss Cook's enthusiastic leadership and are greatly pleased with their progress, as is indicated by the following which is reprinted from a recent issue of the weekly school paper, published by the students of the Normal School:

"Number 4714 may not mean much to the casual reader, but to each of the 60 young ladies of the class in penmanship methods at the State Normal School it has as much significance as the serial number had to any draftee at the beginning of the war.

"Number 4714 is the State Normal School register number in the Chicago office of The A. N. Palmer Company. The Palmer System of penmanship, which is being taught since the beginning of the school year, is creating no end of interest among the students, and while the work is offered only six weeks, several have signified their desire to continue it throughout the year and qualify for the Palmer certificate.

"The school has taken advantage of the Palmer offer to criticise and correct the practice papers of the students and several sets have been forwarded to Chicago for this purpose and have been returned. The criticism offered to individual students has been very helpful and has made the work doubly interesting."

Calls the Palmer Method a Type of the Universal

The Buffalo State Normal School, through its principals, Mr. Daniel Upton and Mr. W. P. Woellner, have issued a Brief Course in Handwriting for Teachers which should prove of great value. Contained in this course is a discussion of all of the various systems of penmanship on the market. This discussion is made without prejudice in favor or against any particular system. Therefore, it is with pleasure that we reproduce the following paragraphs of the discussion devoted to the Palmer Method of Business Writing:

"The Palmer System: A type of the universal. The aim of the Palmer System of Penmanship is to improve the handwriting of the people of the United States.

"In order to realize this aim many details have been worked out and many more are in the process of being developed. A manual for children and teachers that can be used from the first grade on; a great variety of materials including everything in the handwriting department; a powerful organization that trains teachers for the handwriting department, helps improve teachers in service and put a backbone behind any school system that adopts Palmer; a monthly magazine that keeps its readers in touch with the present movements in handwriting; all conspire to make Palmer the most universal system of handwriting in this country.

"Palmer is more of a method of teaching handwriting than a system of penmanship. No one detail of the above elements of which it is composed is held essential to the system itself. Greatest local and individual difference is allowed to work out its peculiar problems. Palmer is simply the idea of improvement in handwriting and enough material and organization to make such improvement easy. A study of the adoptions of this system indicates its universality to meet all the needs of the handwriting department."

SPECIMENS OF SECOND AND THIRD GRADE WRITING BY PUPILS IN THE WALLA WALLA, WASHINGTON, PUBLIC SCHOOLS

The names of the pupils and teachers are given under each specimen. See the story of the Walla Walla, Washington, penmanship with the group photograph of the instructors on page five.

Second Grade

See me run. See me.

Winifred Swanson - Photo No. 5 - Teacher Miss Kelling.

Nine times one are nine

Lorene Demaris - Teacher Miss Bevilacqua.

You may run a race

Frances Parsons - Teacher Miss Manning

A man can run.

Johannie Code - Teacher Miss Foss

Third Grade

mine mine mine mine mine

Daniel Elam - Teacher Miss Kelling

Willing William was willing to watch.

Ethel Riley - Teacher Miss Ramsey.

The Palmer Method Plan the Line of Least Resistance to Good Writing

The Palmer Method Plan is the easy way and, if followed with strict fidelity, results always in giving to the child a habit of good handwriting which will remain with him. Every possible complication, all frills and unnecessary movement drills, anything that would tend to develop a wrong habit of writing in the child, are eliminated and his chirographic pathway is made smooth through following the line of least resistance. Palmer Method writing is plain, unshaded, and good business writing; it is uniform but a uniformity which retains always the individuality of the writer. One cannot investigate the writing in a school where the easy Palmer Method Plan has been followed with strict fidelity, and not come away with the thought that he has seen children doing good, rapid writing. And the answer is easy—they followed the Palmer Method Plan, the line of least resistance. It never fails!

The Palmer Method Plan of course contemplates knowledge on the part of the teacher, and we may add to the above that the line of least resistance for the teacher is to study closely and follow exactly the instructions in the red covered Palmer Method Manual.

From fifteen to twenty minutes a day devoted to this work will soon enable the teacher to teach successfully, and thus joyfully, practical penmanship to her pupils.

Teachers cannot teach what they do not know. Let us not forget that, and teachers who do not learn thoroughly the mechanics and pedagogy of practical writing, may work, and usually do, harder than teachers who follow the Palmer Method Plan and yet without adequate results. There are teachers who for years have tried to teach practical penmanship without learning the basic principles of it.

They have fretted, they have worked hard, they have viewed the subject of penmanship with disgust, and with disfavor, and yet, none of their pupils have learned to write well. Such teachers usually work much harder to avoid learning the mechanics and pedagogy of good writing than they would to follow the Palmer Method Plan and become expert in demonstrating and teaching good writing.

Motivation in Palmer Method Penmanship

The first and highest motive for the adoption of "Palmer Method Muscular Movement Writing" is a realization of the importance of the subject. One may well say that penmanship is important, since it weaves together the social and business life of one hundred million people. Next to its importance the motive of economic and hygienic conservation figures as a bulwark upon which this sweepingly democratic Palmer System depends for strength and breadth.

In a class room where children are learning to write according to the principles of Palmer Method, we readily perceive the motive which prompts hygienic conditions. The Palmer Method compels erect spinal column, easy position of arm upon the desk, muscular movement produced by the forearm rolling upon its own large, tireless muscle, and studying from a book directly within the area of vision. These are motives for ideal physical development, as well as a practical system of penmanship.

In other classes of hit-or-miss teaching, where Palmer Method idealism is lacking, there are twisted limbs, strained eyes, crooked spines, and collapsed lungs, and . . . a poor, illegible style of writing.

The economic motive is apparent from the first Palmer Method lesson to the last. Speed is taught—not unnatural hurry—but a system of rapid commercial writing by use of muscles in the shoulders and arm that never become exhausted. Unshaded, unadorned letters are motives for legibility as well as for economy of time, lines, ink and paper. The idea of a self-instructing "Palmer Method Manual" goes far as an incentive for self-dependence.

Add the physical benefits of the "Palmer Method" of writing to the beautiful, legible handwriting that results; consider the enthusiasm and joy that a teacher experiences who knows her subject matter, as well as the delight of the pupils who see themselves improving in health and handiwork, and one may easily see why the "Palmer Method" of penmanship is the ideal system of muscular movement writing, unequalled by any other system anywhere.

Joy in the Penmanship Class

As the Palmer Method of Business Writing becomes more and more nearly the universal system of penmanship throughout the United States, there is more and more joy in the penmanship classes.

Teachers who have studied thoroughly and followed exactly the printed instructions in the red-covered manual and have taken advantage of our Normal Course through Correspondence, are teaching penmanship inspirationally and well.

Messages of good cheer come to us from thousands of teachers of these schools and they tell us in no uncertain terms that while penmanship before was a much dreaded subject, that now the pupils prefer the penmanship lesson to any other, that their spelling lessons are written in much less time than formerly, and that their writing is always legible.

We are not treating penmanship as one of the aesthetic subjects, something to appeal to the higher artistic nature. We are advocating muscular movement as a means to an end, a vehicle of thought, a medium through which boys and girls, men and women, may quickly transfer to paper their thoughts, and the consensus of opinion is that the one who writes automatically with an easy rhythmic motion, employs better language than he could possibly employ if he used cramped finger movement and wrote a stilted, perhaps an illegible hand.

The responsibility for good writing throughout the country rests squarely upon the shoulders of educators. Teachers cannot teach what they do not know, and we shall never have throughout the United States good writing in our schools until teachers have learned thoroughly the mechanics and pedagogy of the subject.

Progressive Co-operation Between Teachers

In order that the highest results may be achieved there must be progressive unity in a school's penmanship lessons. There must also be progressive co-operation among the teachers. Penmanship lessons are like a great chain, the links of which must be properly welded and skillfully joined together. Efficient teachers are the craftsmen who make and join the links in the great educational chain of penmanship, and unless they progressively co-operate from lower to higher grades they can never obtain the best results.

In the first place, a teacher to handle the subject successfully must be a master of it. She cannot teach to others what she does not know herself. A fallacy is existent that a teacher of first-year pupils does not need to be as proficient as one employed in the higher grades. First-year pupils require a leader with as much knowledge of the pedagogy and hygiene of the subject as do the more advanced students. The lessons in the Palmer Method Manual are so graded that, with proper correlation and proper handling of the work in each grade, there is no reason for other than harmonious development and rapid strides toward good penmanship.

Motor-activity predominates in the first grade, and it is there that the very crux of the work is done, namely: habit formation of correct pen holding, correct posture of body, visual poise; and the use of muscular movement drills which are gradually applied to simple letters and words. The repetition of these preliminary drills will eventually form HABIT. The succeeding grades pick up the thread of habit formation and harmoniously weave it into the more complex drills. It is necessary to continually guard against evil tendencies which are apt to creep in, as weeds that spring forth overnight. An unweeded garden results in poor crops. A system of handwriting in which irregularities in movement and improper forms are allowed to exist results in poor penmanship. An unweeded garden or an unweeded style of writing denote failure, so that the need of eternal vigilance to guard against finger movement, stooped shoulders, or impaired vision, is evident.

With proper co-operation among teachers, the school's writing should be its greatest claim for recognition. The transition period so dreaded in schools where only every other teacher is qualified, and where great gaps occur in the chain of progress, runs along smoothly where there is co-operation. In the well-regulated school, it is impossible to tell where movement drills end and practical application begins. If there be no awkward gap produced by unqualified teachers, the line of demarcation between movement and application will be scarcely visible.



Eighth grade pupils of the Baker School, Walla Walla, Wash., all of whom are winners of the Palmer Method Student's Certificate.



Group of pupils of the Sharpstein School, Walla Walla, Wash., who have received Student's Certificates.



Group of pupils from several of the Walla Walla, Wash., schools who have won Palmer Method Student's Certificates.

Read the story of the Walla Walla schools on Page 5.

Personal and News Notes

In Deadwood, South Dakota, Mr. J. M. Meinhies, Superintendent, and Miss Chloe Mergen, the Supervisor of Penmanship, have succeeded in arousing so much interest in Palmer Method penmanship that fathers and mothers are practicing with a great deal of enthusiasm, under the instruction of their children. All of the teachers are qualifying for the Palmer Method Teachers' Certificate, with the result that the writing will unquestionably continue to be of a high, ideal type.

Our Miss Sara Flynn recently visited Gainesville, Texas, and tells us that the schools are doing good work, all the pupils working for our awards and the teachers doing their share by taking the Normal Course through Correspondence.

Mr. J. M. Tice recently visited at St. Clair, Mich., and reports that he had a very fine day. The Palmer Method is being taught in the Public Schools of St. Clair, and the teachers are taking the Normal Course, and the results are very satisfactory.

Our Miss Archie Lie Dickson reported from Fond du Lac, Wis., that Supt. J. E. Roberts and his splendid corps of teachers are doing wonderful work in the Palmer Method penmanship. Nearly all teachers have our Teachers' Certificate and those who have not yet won the certificate are working for it. All eighth grade pupils are required to obtain the Palmer Method Final Certificate before graduating and entering the High School.

Miss Mary Hancock of Maquoketa, Ia., is doing splendid work in penmanship. The members of her class follow closely the instructions in the red covered manual and they are fond of muscular movement writing. Such is the report of our Miss Elizabeth Mullen.

Miss Mullen also reports that Mr. L. E. Dawson, Superintendent of Shellsburg, Ia., believes thoroughly in good penmanship and he expressed approval of the Palmer Method plan through which teachers may soon qualify in the mechanics and pedagogy of practical writing.

Miss Mullen reports that Miss Mildred Beaman of Anamosa, Ia., is interested in having her pupils work for awards as a means of creating interest in penmanship.

Miss Mullen reports that in Springsville, Ia., she found a splendid class of penmanship in the seventh and eighth grades, under the direction of Mr. Ernest Kinker. Mr. Kinker is much interested in penmanship and is qualifying in our work through the Normal Course through Correspondence.

Miss Elizabeth Mullen, traveling instructor for The A. N. Palmer Company, has reported as follows:

In the public schools of Waterloo, Iowa, Miss Berenice Davis, the Supervisor of Penmanship, is succeeding admirably in teaching teachers how to teach their pupils to carry the movement into all written work. The progress is very gratifying.

All pupils in the East Waterloo, Iowa, schools are showing a fine interest in penmanship and will work for our awards.

The school board of Webb City, Mo., requires all teachers to qualify in the Palmer Method of Business Writing, through the correspondence course. The result is shown in the good work done by all the pupils in the city. Mr. C. A. Green, Superintendent, is one of the most able men in the state. He believes writing should be well taught in every school.

Miss Bessie Timmie, in Junior High School, and Miss Dorothy Roehl, in the commercial department, at Nevada, Iowa, are doing some very good work with their classes in Palmer Method penmanship.

Miss Catharine Burke, formerly of the commercial department, Amsterdam, New York, is now in charge of commercial work in Solvay, New York, and also has supervision of penmanship in the grades.

Our Miss M. E. Geve reported on her visit to the Normal Training School at St. Peter, Minn., as follows:

"The day spent at St. Peter was very interesting. I found teachers were thoroughly alive to the possibilities of Palmer Method penmanship and were very enthusiastic.

"Miss Emily Brown, the Superintendent, is indeed an enthusiastic supporter of the Palmer Method of Business Writing.

"All young women at the Normal School are anxious to qualify for the Palmer Method Teachers' Certificate."

Pupil's specimens of the intermediate grades of the Walla Walla, Wash., schools. The writing shows healthful growth. The easy Palmer Method Plan never fails when followed with strict fidelity. Read the story on Pages 4 and 5.

Fourth Grade

And rivers still keep flowing

Lorraine Leroux - Teacher Miss Woodruff

Do not fail to see and correct all errors.

Nellie Case - Teacher Miss Burke

Fifth Grade

error error error error error

Mildred Foster - Teacher Miss Adams

Good business writing is in demand.

Freda Peterson - Teacher Miss Chambers

Louis Lanning paid his account full

Opal Esgate - Teacher Miss Word

Sixth Grade

It combines legibility, rapidity,
ease and endurance

Gladys Hill - Teacher Miss Messeguee

Do not look for wrong and evil,

Bernice Villaron - Teacher Miss Scofield

Seventh Grade

And leads to victories new.

Jean Brunton - Teacher Miss Stafford

Washington had trouble with

Anna Foss - Teacher Miss Alexander

To Grade Teachers

If you are first and second grade teachers, and all of your pupils have been provided with individual copies of our Writing Lessons for Primary Grades, you are entitled to our Normal Course through Correspondence free.

If you are a teacher in any grade from third to eighth inclusive, and your pupils have been provided with individual copies of our red-covered manual entitled the Palmer Method of Business Writing, this Normal Course is free to you.

This plan is very simple and is fascinating to teachers who are keenly alive to the possibilities of learning practical penmanship. This training through correspondence is the most important part of our work of teaching teachers progressively and skilfully, along the line of least resistance, how to demonstrate and teach practical writing.

The Palmer Method of Business Writing differs radically from any other textbook on penmanship because the instructions in this book were compiled from the verbatim reports of a stenographer who was in the author's classes for six months during every writing lesson that he gave. Thus it may be truly said that these simple printed paragraphs in the red-covered manual are the author's direct personal instructions to teachers and pupils. When these instructions are followed with strict fidelity the results are always satisfactory, but we offer to correct free one or two pages of drills each week for every teacher whose pupils have been provided with copies of the Palmer Method Manuals as above stated.

This course which we offer free to teachers, where the Palmer Method has been adopted, is one for which many teachers are paying \$15.00 because they realize that it will correct a very glaring defect in their previous training. It has been found that the busiest teachers are those who are still able to find from fifteen to thirty minutes a day to study the instructions closely in the Palmer Method manual and practice the drills in strict accordance with those instructions. The weekly correction of their drills by our expert critic teachers enables them to see at once their own faults and to correct the faults of their pupils.

There are thousands of expert teachers of practical penmanship in the United States whose training in this important branch has been limited entirely to close study of the paragraphs in the Palmer Method, close adherence to those instructions in practice, and the weekly correction of their practice pages by our expert critics, until they have qualified for our Teachers' Certificate.

Babies of Five and Six Enjoy Greatly the Rhythmic Palmer Method Drills

Students of child life, of childhood activities, and of motor impulses recognize the fact that young children love to do things in concert. They love to sing together, march together, and play together.

The enthusiastic, well qualified teacher of Palmer Method in the primary grades finds joy in teaching her little tots the easy rhythmic drills found in the beginning stages of Palmer Method penmanship, and the babies themselves love to play with the ovals, the small letter drills, and under correct instruction, enjoy more than any other subject, muscular movement penmanship constructive work.

Building of a strong foundation for good penmanship in the higher grades properly belongs in the first two primary grades. When the running gear of the chirographic vehicle is built strongly in the first two grades, we may have fairly good muscular movement writing in the third grade, better in the fourth and excellent in the fifth, with a finished product in the sixth grade.

To qualify in our work, primary teachers study closely the printed instructions in the red-covered manual. They follow these instructions exactly as teachers in the other grades, how to present the Palmer Method. When this has been accomplished teachers in the first two grades find special guidance for the teaching of muscular movement writing to their little children in our Teachers' Guide. This Teachers' Guide is free to all first and second grade teachers whose pupils have been provided with individual copies of our Writing Lessons for Primary Grades.

Changing Pupils from Left to Right Handed Penmanship

This subject has been properly interred but it is fitting to resurrect it occasionally as a warning to educators who might be misled by the false impression, at one time widespread, that it was dangerous to the mental welfare of a child to attempt to controvert "nature" by teaching a left handed child or adult to use the right hand skilfully.

The changing of pupils from left to right hand writing is being affected daily without the least harmful results mentally or physically. This change is best made during adolescence but persevering adults make it with little difficulty.

A number of years ago scientists in Germany made a test with a large class of pupils. Because the right side of the body is controlled from the left side of the brain, and because the members of the right side of the body are more adept than the left, the theory of the scientists who conducted the test was that the more frequent use of the members on the right side of the body had developed the left side of the brain to a much higher degree than that possessed by the right side of this organ. The idea of the test was to take a class of normally right handed children or right sided children and teach them to use the left side with an equal proficiency, thereby developing the right side of the brain to the degree believed to be reached by the left. The experiment was abandoned in six months. The scientists had no difficulty in teaching the pupils to use the left side of the body with a proficiency to equal that of the right—but this ambidexterous class failed absolutely to show any increased mentality. Thus failed one attempt to manufacture the German superman about whom considerable was written previous to A. D. 1918, November 11th.

Youthful "southpaws" should be advised promptly on entering school that this is a right handed world. Often parents who have been fed the "don't try to change nature" doctrine will have to be convinced that the change will not cause any mixup of the child's neural messages from the brain. Students old enough to understand can readily see the handicap their lefthandedness will be to them in later years when a few illustrations are given.

In the modern equipment of the lecture rooms of old universities we now find the lunch room chair with the right arm formed into an elliptical shaped table for written work. The United States Government recently taught nearly five million young men to hold Springfield rifles to the right shoulder, to draw a bead with the right eye, and to firmly press triggers with the forefinger of the right hand.

But enough—the left handed bogie is only resuscitated today that we may bury it still deeper in the mire of obsolete theories.

The Continued Use of Handwriting as the Vehicle of Thought

The typewriter is used to a very limited extent. Even stenographers are required to do much longhand writing. Business men will pay larger salaries for stenographers who write well in longhand. Evidence of this fact has been gathered through many questionnaires that have been sent out to business men in Chicago, New York, Louisville, Ky., and other cities.

However, we do not need to go beyond the needs of the school room to prove conclusively that penmanship is the most efficient vehicle of thought. Longhand writing must be used constantly in correlation with all branches of the public school curriculum.

Muscular movement penmanship, thoroughly mastered, enables pupils to write at commercial speed hour after hour without physical strain. Thus penmanship conserves the health of pupils by helping them to maintain healthful postures, with spinal columns straight, lungs expanded sufficiently for free breathing, and eyes far enough from the paper for ocular safety.

More and more, thoughtful public school workers are recognizing the tremendous importance of muscular movement penmanship as a means of conserving health, vision and time.

Will handwriting continue to be the vehicle of thought? Yes, just as long as men continue to write things to make the world a better place to live in.

The Palmer Method Summer Schools of 1918

In New York, Boston, Cedar Rapids, and Evanston, Illinois, the Palmer Method Summer Schools were conducted during the past summer. These schools were attended by principals, supervisors, superintendents and teachers who came to complete their training in penmanship. These schools were a complete success. During the four weeks of study, every detail of the pedagogy and the mechanics of Palmer Method was given intensive attention. Gathered in the spacious school room maintained by The A. N. Palmer Company in the New York office were numbers of teachers and supervisors representing twelve states. Ample room, individual desks specially designed for penmanship study and practice, earnest, enthusiastic student teachers and a capable, hard-working faculty, all combined to make ideal conditions for the four weeks of study. Mr. Palmer started the class off early in the session, dispensing inspiration and help liberally. Mr. S. E. Bartow, Principal of the Summer School, seemed inexhaustive in his store of penmanship knowledge. Mr. Bartow was ably assisted throughout the term by Mr. Jack London. Miss Bertha A. Connor also assisted, her practical talks being of great value to the teachers. Miss Loretta St. John, critic teacher, criticised and corrected the daily papers submitted.

The Evanston Summer School never had more earnest students, nor more gratifying results than those of 1918. Fourteen states were represented. Each year we reach further and get representative teachers from all sections of the United States. The teachers coming to us are, for the most part, skilled, which we attribute largely to the fact that we train over two hundred thousand teachers each year through our Normal Course by Correspondence. In years to come, we expect to receive very flattering reports from those who attended the Evanston Summer School of 1918. Mr. Palmer visited the Evanston Summer School and gave the students an inspirational start, leaving them then in

the zealous care of Mr. A. A. Davis, Principal of the school, who was assisted by Miss Bertha A. Connor.

A summer school of Palmer Method Penmanship for the teaching of Sisters in parochial schools was opened at Philadelphia on July 1st, and continued for three weeks. The classes were held in the Catholic Girls' High School, and the instructors were Miss Alys Carmody and Miss Catherine Boyle. Nearly five hundred sisters were in attendance. Model lessons were given for every grade. Teachers from all the schools of Wilmington, Delaware, taught by the Sisters of St. Francis, also from all the large schools of Philadelphia and vicinity, were in attendance.

Mr. W. C. Henning, Principal of the Palmer Method Summer School at Cedar Rapids, Iowa, reports a very large attendance. Mr. Henning tells us that he has never enjoyed a summer school more than that of 1918. Mr. Palmer also attended this school, and, in his virile manner, gave to the teachers the full benefit of his thirty odd years' experience in penmanship work. Miss Bertha A. Connor also spent a week in the school and was most cordially received by the students.

These Summer Schools, conducted by The A. N. Palmer Company have been growing and growing from year to year, until now they have taken their place among the leading and most influential schools dealing with commercial subjects in the United States. Teachers throughout the country are realizing more and more the importance of receiving special training in the supervision of penmanship. There is a great demand for supervisors of penmanship and these Palmer Method schools are doing a large part in filling this demand.

The Palmer Method Summer Schools will be held during the summer of 1919 at New York and Boston; Evanston, Illinois, and Cedar Rapids, Iowa, announcements of which will go out early in the spring of 1919.

Abundant evidence of the soundness of The Palmer Method Plan to teach correct habits of writing from the beginning. "Before and After" specimens of Lora Smith, third grade pupil of the Walla Walla, Wash., schools

*Lora Smith, age 9 II grade 2A,
This is my best writing Jan 16, 18.*

*Lora Smith Third Grade
This is my best writing May 1918*

The Palmer Method Adopted by the United States Government for Use in the Schools Under the Control of the Ordnance Department

The Palmer Method of Business Writing is now being installed in schools under the control of the Ordnance Department of the United States Government.

These are the schools in connection with the new industrial cities built up around factories and plants which are supplying materials for this department. Such schools are located in the following places: Penniman, Va.; May's Landing, N. J.; Jacksonville, Tenn.; Perryville, Md., and Nitro, W. Va.

Nitro, W. Va., is now a city with approximately 30,000 population. It is built up around the plant of the Hercules Powder Company and the site it occupies, which is near Charlestown, W. Va., was only a wilderness a few months ago.

Mr. W. G. Coburn, formerly superintendent of schools in Battle Creek, Mich., has been appointed director of schools by the War Department. Mr. Coburn is very well known for his work in Battle Creek schools and the War Department is to be congratulated on his selection. Excellent results may be looked for from the Ordnance Schools.

He Made Ovals in His Soup

A New York City mother wrote us asking for a copy of the Palmer Method of Business Writing, explaining that her four-year-old son blew in his plate of soup to cool it, and watching the spreading circle, said, "Oh, Mother, it looks just like Palmer!" So mother bought a Method and will study it in order that she may teach her little son the foundation in posture and movement on which to build a good permanent style of penmanship.

A Wonderful Exhibit in Palmer Method Penmanship

Recently the Convention of the Texas State Teachers' Association was held in Dallas, Texas, and one special feature was a magnificent exhibit of Palmer Method writing from the Public Schools of Dallas.

This exhibit attracted a great deal of attention and was highly commended by leading superintendents and principals.

Last school year all pupils in many rooms went "Over the Top" with Palmer Method Buttons and other awards. Undoubtedly, the success of the Palmer Method work in Dallas is very pleasing to the Superintendent, the parents, Supervisors of Penmanship, the principals and teachers, and the pupils are enthusiastic.

To Rural School Directors

If you are not familiar with the Palmer Method Plan through which we can teach skilfully your teachers the mechanics and pedagogy of practical writing, we ask you to carefully investigate.

The cost of installing our system of penmanship is small and the textbooks which the pupils are asked to purchase will wear for several years. In the New York City, Philadelphia, Chicago and Boston public schools, as well as in thousands of other cities and towns where the Palmer Method has been installed, it frequently happens that a pupil who is provided with a Palmer Method manual in the third grade studies this book and follows the instructions it contains until he finishes the eighth grade or becomes an adept in muscular movement penmanship. We do not advise that these books be continued in use more than four years because we believe that to use them longer would be unsanitary, but there is no reason why Writing Lessons for Primary Grades and the Palmer Method of Business Writing should not be used constantly for a period from three to four years.

The prices of these books are:—Writing Lessons for Primary Grades, 10c. wholesale, 15c. retail; the Palmer Method of Business Writing for pupils from third to eighth grade inclusive, 16c. wholesale and 20c. retail.

Necessarily, the pupils must have paper to write on, and pens to write with. We sell these supplies at the lowest living prices. We buy in large quantities and our goods are manufactured with the utmost care. We frequently find schools using paper very much inferior to ours for which a higher price was paid.

Palmer Method pens are the best to be had and our all-wood penholders which we sell at \$1.50 per gross is equal to any penholder on the market.

In many rural schools we have found teachers teaching their pupils practical penmanship so skilfully that all were writing rapidly, legibly and well. Why should not the pupil in the country school be given the same opportunity as the city pupil to learn muscular movement penmanship?

To Rural Teachers

Frequently the traveling instructors of The A. N. Palmer Company report that they have visited rural schools where the penmanship is above adverse criticism, and usually these reports are accompanied with the statement that when asked who taught her practical penmanship, the answer of the teacher has been "No one, I got it all through your red book and the correspondence course."

The evidence is overwhelming that any teacher who studies closely the red covered manual and follows the instructions exactly in practice and teaching will soon become an adept in this work.

Where teachers who have Palmer Method adoptions are not obtaining good results, careful investigation always indicates that they do not study and follow the instructions in the manual.

Why not take the simple way? Why not begin today in this penmanship work and find the joy that there is in teaching the children how to write with a rhythmic motion, and thus to write hour after hour without physical strain, turning out pages of manuscript that are at once a delight to the pupil themselves, to the teacher, to the parents, and to the directors. This can be accomplished easily and with little effort.

In many rural communities where the teacher has learned the Palmer Method, the results have been so astonishing to the parents that it frequently happens that the entire household may be found evenings around the dining-room table, practicing muscular movement.

Teachers who are interested may obtain the Palmer Method literature by writing to our nearest office.

The red covered Palmer Method self-teaching manual is sent post-paid upon receipt of 25c. The Writing Lessons for Primary Grades with an accompanying Teachers' Guide will be sent postpaid to any address for 40c. Thus for an outfit costing only 60c. any teacher may obtain textbooks through which she may learn within a short time how to demonstrate and teach practical writing in any grade of an elementary school. If in addition she is able to obtain through her directors, or to induce the pupils to buy individually, copies of the Palmer Method textbooks, the teacher may enrol in our nearest office and have her practice pages corrected each week by our experts.

Palmer Penmanship Increases Efficiency

Many employers, before taking into their employment men or women unknown to them personally, require written letters of application. They do this for two reasons: to study the individuality of the applicant through the kind of a letter written, and to get a line on the kind of a hand he or she writes. Whether true or not, some employers believe they are able to judge character by means of handwriting.

The value of written letters of application is evidenced by the fact that they save an employer much valuable time in interviewing people who would be entirely unsuited for the position to be filled. A forced, cramped, illegible hand—the result of the finger movement—means to an employer that the applicant is careless, slipshod, unprogressive, or unfortunate; attributes which, in most instances, would render him unsuited for the position involved, unless it be manual labor.

Picture for an instant a busy employer going through a dozen letters of application. Eleven of them are poorly written—the twelfth, a beautiful piece of penmanship. What is the result? What would you do? The answer is a natural one. The well-written letter would be the first one that you would consider, and, if the other essential requirements measured up to the penmanship—and where a man writes a neat, modern hand, his other attributes generally measure up to it—it is very likely that the writer would be sent for and the other eleven letters laid aside.

The progressive man or woman abhors slovenliness in dress or habits. Still, inconsistently, many of them are satisfied with a slovenly hand. This is an age of the utmost efficiency in everything. To secure results, the modern man or woman must conserve time and strength. Not only does the old style of writing tire one bodily, but it wastes time—the time of the writer and the time of the one who seeks to read it.

Take six clerks in an office; five of them writing any old way, and the sixth, a practical demonstrator of the "Palmer Method," and, nine times out of ten, when there is a promotion to be made, the "Palmer" writer gets it.

One thing is certain, a lazy man will not learn to write the "Palmer Method." A lazy man will not learn anything. A lazy man would prefer to write any old way rather than take the trouble to write correctly. Anyone, however, with a desire to get ahead, to develop the best that is in him will find the "Palmer Method" the easiest, as well as the most delightful system of penmanship existent. The point in favor of the "Palmer Method," however, is this: **THE STUDENT WITH THE STICK-ABILITY TO MASTER THE "PALMER METHOD OF BUSINESS WRITING,"** after having first formed the habit of using the pernicious finger movement, **WILL HAVE THE STICK-ABILITY TO SUCCEED IN OTHER UNDERTAKINGS.**

Summing up:

The individual, to succeed, must be efficient; to be efficient, must eliminate waste, whether of time or effort; to eliminate waste, must discard obsolete methods of writing, as well as old-fashioned office appliances. The longest way round is often the shortest cut home. This is true, as the writer has found from personal business experience. It may require a little longer, a little more effort for one to become proficient in Palmer Penmanship, but in the end it will prove to be the short cut to business efficiency, and, therefore, **SUCCESS!**

Necessity of Best Penmanship Supplies for Beginning Pupils

Many supervisors and teachers of penmanship have told us that they are being handicapped in their work, and their pupils' progress in penmanship being retarded, by being forced to use poor, cheap supplies—pens, penholders, and paper. It is most important that pupils beginning study of penmanship should have the best possible supplies. Expert penmen, of course, can write fairly well on rough wrapping paper because of their exceedingly light touch, but to the pupil learning to write, cheap paper, cheap pens and penholders are obstacles hard to overcome. Palmer Method penmanship supplies are not cheap in quality but they are economical. We buy in wholesale quantities and sell direct to schools at wholesale prices, and at the lowest living prices. Why not investigate our supplies and prices?

Specimens showing improvement made by George Jones, third grade pupil of Walla Walla, Wash., within four months. This also shows that correct study of penmanship almost invariably leads to good spelling.

*George Jones age 8 Grade 3 Jan 10. 18.
This is my best writing before I
studied palmer*

*George Jones Third Grade
This is my best writing May 1918.*

Duties of the Director of Penmanship

The first duty of the director or supervisor of writing is to make a thorough survey of the writing in the school system in which henceforth he will be responsible for the penmanship results. How many teachers are qualified to teach this subject? How many will begin at once to so qualify themselves—willingly and enthusiastically? How many teachers must be carefully induced to drop previous wrong habits of teaching and inspired to learn how to demonstrate successfully muscular movement writing? The survey made, the teachers classified, the supervisor will outline his future duties—classroom visits, teachers' conferences, the collection and forwarding of teachers' practice papers for criticism. Let us go back to our classification. We shall put our teachers in four groups as follows:

1. Qualified teachers.
2. Enthusiastic teachers enrolling willingly.
3. Teachers enrolling willingly but doubtfully.
4. Teachers enrolling reluctantly and with antagonism.

The supervisor's most import duty is to bring groups two, three and four into group one. Group number two will progress easily into group one. Group three will follow with the supervisor's ready and inspiring help. The supervisor must labor patiently with individuals in group four. If he has all the attributes of a successful director he will win their respect for his plan and gain their co-operation. This done the reluctant ones will, with few exceptions, be carefully guided to good writing truths. The successful director will never attempt to teach writing to pupils. He will, of course, give model lessons for teachers' observation but, as a rule, model lessons will be conducted by the teacher with the supervisor acting as observer. He will lead the teachers, advise them, correct them, criticize them if necessary. His expert knowledge recognized, his teachers rapidly qualifying in writing mechanics and pedagogy, and insisting upon muscular movement writing in all written work, the supervisor's labors bear fruit in the nature of improvement in writing by the student body. His endeavors will be toward having the teachers one hundred percent qualified instructors, to having the formal study and practice of penmanship dispensed with entirely in sixth or seventh grades—the students having become automatic users of correct penmanship habits. The millennium? Yes, but it is possible.

The Palmer Method Plan Never Fails

We have yet to learn of any school system in which the Palmer Method has been completely adopted and the Palmer Method plan followed with strict fidelity, where there has not been within the limit of one school year a great improvement in penmanship. In other words, the Palmer Method has no record of a failure.

We do not consider that the Palmer Method is being used when it has been introduced into a public school system and the plan we have carefully tested and that has been uniformly successful, is not followed. This means that every teacher in such a system who has anything to do with writing must take steps to qualify in the mechanics and pedagogy of muscular-movement writing.

Conservation of Health, Vision and Time

It is more worth while to conserve the health and vision of pupils than to do anything else connected with elementary schools.

Pupils who are taught big, whole arm writing in the primary grades must necessarily drop their arms and write with finger movement in written tasks where small writing must be used, and as a matter of fact, there is little use in school or out of school for big writing. The spaces ruled for penmanship records are seldom more than three eighths of an inch in height and frequently less. The whole arm movement which must be employed in the big writing, used to a considerable extent in first and second grades in our schools, leads directly to finger movement whenever pupils find it necessary to write small styles.

Some authors, trying as they are to please the primary teachers by giving them a system of penmanship requiring no knowledge of the basic principles of good writing, claim that whenever the time arrives for big writing to be discarded and small writing substituted, the arms of the pupils will drop voluntarily. This is not true. The whole arm movement having been well established in first and second grades is sure to be retained, and can only be broken up after constant, progressive and difficult training, this training usually requiring two to three years.

Since whole arm movement leads directly to finger movement and finger movement compels cramped, unhealthy posture, with spinal columns twisted and eyes too close to the paper for safety, why not be honest with ourselves and discontinue entirely the direct teaching of finger movement or the indirect teaching of this movement through big writing in primary grades. Why not teach at once to the pupils when they first enter school the basic principles of a system of writing that compels healthful posture, thus conserving the health and the vision of the pupils.

Muscular movement not only conserves the health and vision but the time of the pupils as well, since those who have learned thoroughly this style of penmanship write at commercial speed.

Palmer Method Standards for Evaluating Penmanship

The Palmer Method Standards for the Evaluation of Penmanship take into consideration the four big elements which enter into good writing—Position, Movement, Speed and Form. There are eight standards, one for each of the eight grades. Each standard contains five or six specimens taken from more than five thousand pupils of each grade. All of these specimens were written under the supervision of our trained teachers. Each specimen was given a separate grade for the four elements, the four grades added and then divided by four which resulted in a numerical expression of the child's efficiency in writing. Accompanying the standard is a tabulating Pad on which the grades of sixty pupils can be kept. With these standards and with this Pad a class of forty or more pupils can be graded accurately and fairly within a few minutes.

Why Make Difficult the Simple Subject of Penmanship

The teaching of practical penmanship is the simplest subject in connection with elementary school work, the simplest when it is well understood.

Since penmanship is the vehicle of thought which must be used in correlation with all other public school branches and will continue to be used in business and social life, it should be taught skilfully in all schools. It is a subject that is coming into its own to a very large extent.

There are thousands of teachers who are skilfully teaching practical penmanship to their pupils every day, and constantly other teachers are being added to the large army of those who have learned thoroughly the mechanics and pedagogy of practical writing. The influence of these teachers is being felt everywhere and it has reached the professors of many of our larger institutions of higher education. That is splendid, but the lamentable thing in connection with this influence for better penmanship is that some of our well-known professors have considered it incumbent upon them to tell others what they themselves do not know about practical penmanship. Thus it happens that there are several men with university degrees whose penmanship is noted because of its irregularity and illegibility who have written works on penmanship and who are trying to tell teachers how to teach penmanship when they themselves have never learned how to write well, have never studied the process through which good writing has been taught, and are absolutely ignorant of its development.

To teach penmanship correctly requires no brief from a university or college. Many country school teachers in isolated sections know a hundred times more about the teaching of practical writing than some of the authors of so-called Scales for Measuring handwriting. The teacher in the country school who follows the simple instructions in the Palmer Method Manual, sits in a healthful posture, and develops easy, rhythmic motion for penmanship rolling on the muscle of the arm with the principal force above the elbow. So long as she maintains this healthful posture, she finds that the movement is easy and rhythmic and that she can write, minute after minute, and hour after hour, with muscular movement, without physical strain. Learning how to hold the pen in the hand without pinching it is simple enough if she follows definitely the instructions given. Then she practices for a few minutes the movements which should produce the straight line and oval exercises. In connection with better movement development and penholding, she dips the pen in the ink, makes the straight line to and from the center of the body to develop her natural slant, she practices the oval to develop rhythmic motion which should be applied to the writing, and then she is ready to begin to write letters and words with muscular movement. She continues to study and follow the simplified instructions and she is amazed to find that within two or three weeks she is writing a fairly good muscular movement style. She has passed through the first stage of the Eight Essential Steps and is entering the second stage when she writes with muscular movement, although not very well. Her writing is a little dissipated in appearance, but she remembers that she did not learn to skate gracefully the first two or three weeks she practiced skating, and did not learn to play difficult compositions on the piano immediately. She recalls that when she first began to ride a bicycle she was very awkward and that in connection with all athletic sports there is an awkward stage.

And so the teacher reviews the simple exercises already practiced, visualizes the letters, and continues to study the specific application of movement to form and she enters the third stage of the Eight Essential Steps, and soon finds to her great joy that her writing improves greatly in appearance as she visualizes the letters and is able to co-ordinate movement and form.

The process of learning to write well is so simple that we cannot understand why some of our big educators must necessarily overlook the important stages in the process of development and confuse the issue by talking in academic terms about the simplest elementary school subject.

Any teacher who is intelligent enough to teach pupils other subjects can learn within one school year, and learn thoroughly, the mechanics and pedagogy of practical writing. Then she will know whether or not her

pupils write well without resorting to complex and foolish systems published under the guise of Scales for Measuring Penmanship. She will look, and she will see, and if she grades her pupils in penmanship she will be honest and give them what they deserve as grades in posture, movement, speed and form.

The practical teacher of penmanship knows that to measure handwriting of pupils in terms of form only, spells disaster so far as a permanent style of good writing is concerned.

Anyone who writes well himself and has taught others to write knows that good penmanship is based upon physical training of exactly the right kind, and this training must necessarily result in healthful posture, easy rhythmic motion, accuracy in control and movement application, and a style of penmanship that is forever a joy to the reader and the writer.

To County Superintendents

The county superintendent is the chief executive of the rural schools in the county in which he is elected to his important position. More and more county superintendents throughout the United States realize that it will be greatly to their credit and greatly to the credit of their teacher to have penmanship taught efficiently.

Thus it happens that our organization is frequently called upon by county superintendents to furnish expert teachers of Palmer Method penmanship to teach in their institutes the mechanics and pedagogy of practical writing.

The Palmer Method plan is just as adaptable to the country as to the village and city school. Our one requirement is that we shall have teachers who are willing to be taught. When we send our instructors to county institutes, we expect the subject of penmanship to occupy an important position on the program. If it is true that penmanship is the most neglected subject, why then should it not have at least its full quota of time in the county institute and the convention of teachers where elementary school subjects are discussed?

In many county institutes the lecture plan prevails and no doubt this plan is successful in many ways, but the lecture plan does not fit the subject of penmanship. Teachers cannot teach that which they do not know and teachers learn in practical penmanship to do by doing. To be sure, it is important that our instructors should appear at teachers institutes to make one general address before the entire body, but it is even more important that they should meet in class rooms, where desks and writing materials are provided the teachers, in order to drill them in the basic principles and start them toward success in exactly the right way.

In these institutes the teachers are advised that whenever their pupils in first and second grades are provided with individual copies of our Writing Lessons for Primary Grades and their pupils from third to eighth grade inclusive with individual copies of the red covered Palmer Method manual, they are entitled to our Normal Course through correspondence free.

When the introduction of the Palmer Method has been made, the teachers will be furnished with enrolment cards and first instructions to a beginner, and they will be advised by our critic teachers exactly how to proceed from week to week. The only expense to the teachers for this course will be the cost of writing materials and the postage in both directions on the papers sent for correction.

We do not accept from any teacher more than two pages of drills a week. This is because we have learned through long experience that no teacher can master well in one week more drills than two pages will contain. These drills should be written on paper 8x10½ inches and this paper should be folded twice and sent in large envelopes of a size about 10 or 10½ inches. A three cent stamp is sufficient to pay the postage, and a three cent stamp should always be enclosed to pay the return postage.

What can be simpler than for a teacher to study closely and follow exactly the printed instructions in the Palmer Method manual and to send to the nearest Palmer Method office each week a page or two of her drills for examination and correction? Amicable relations are soon established between the teacher pupil and critic teacher, and frequently lasting friendships result. While criticizing honestly and therefore closely, the practice pages sent for correction, the Palmer Method critic teachers are sympathetic and wherever possible, constantly offer words of encouragement.

"Before and After" specimens of Elsie Honn, second grade pupil in the Walla Walla, Wash., schools, showing her improvement from Jan'y 21, to May 20, 1918. It pays to start right!

The snow keeps the roots
warm

Elsie Honn January 21

The snow keeps
the roots warm

Elsie Honn May 20



Esther McCracken, first grade pupil of the Walla Walla, Wash., schools. Miss Dunlop, teacher. A perfect position. See page 5 for specimen of her writing.

Outlines for Teachers

Now and then a teacher asks us to write for her an outline showing how far her pupils should advance in the fourth grade, or in the fifth or sixth. And as often we have to refuse and we believe we are rendering a larger service in refusing, both to the teacher and her pupils, than were we to comply with the request. The reason is obvious—why should one group of pupils in a class be held back just because they have mastered the steps outlined for them to master in that particular grade while the remaining pupils are finding the steps difficult? In the next place we do not know the pupils—which ones are bright, which are dull—while the teacher does know them intimately; and she should be the best judge as to how far they should go. Our opinion is that each child should be allowed to go as far as he can, unless, of course, he skips superficially over the work.

While the above is true, we have thought it advisable to discuss very thoroughly for the benefit of teachers, our two-group plan and other features of the Palmer Method work through which pupils are taught drills in penmanship from day to day strictly in accordance with their needs as indicated by the class of work they are doing at the moment.

We have published under "Outlines for Teachers" our findings in this matter, together with such specific instructions as we believe will help Palmer Method teachers follow the line of least resistance in teaching their pupils according to their individual needs.

We shall be glad to send free to any teacher, a copy of our Outlines. Make application to the nearest office of The A. N. Palmer Company.

Palmer Method Textbooks Approved for Texas

The letter printed below will interest all superintendents, principals and teachers in the State of Texas. The Palmer Method textbooks have been placed on the approved list for use in that State. The textbooks listed are:—WRITING LESSONS FOR PRIMARY GRADES; TEACHERS' GUIDE TO WRITING LESSONS FOR PRIMARY GRADES; THE PALMER METHOD OF BUSINESS WRITING; and THE BUSINESS AND HIGH SCHOOL EDITION OF THE PALMER METHOD.

The letter printed here was dictated and signed by W. L. Doughty, State Superintendent of Public Schools,

About Teacher's Palmer Method Drills and Examinations for Certificates

Too often we receive both oral and written complaints from teachers taking our Normal Course by Correspondence that we have asked them to review drills which have been "accepted." And as often we explain either personally or by letter that no drills are considered "accepted" until after the Certificate has been awarded. Penmanship is fundamentally a mechanical subject and, as such, requires frequent review and practice on basic principles. Therefore, we feel that we are frequently advancing a teacher more rapidly when we ask her to review the beginning drills, than if we were to assign her new drills each week. Some supervisors and teachers of penmanship of many years' experience tell us that they have formed the habit of reviewing the first twenty-five pages of the Palmer Method Manual every few weeks. These pages contain definite and concise instructions that form the foundation on which good writing is based. If these supervisors and teachers find the "review" valuable, is it not just as essential, that teachers now beginning to learn the mechanics of muscular movement writing review frequently the beginning instructions and drills? We must reserve to ourselves the right to assign any drills to a teacher which in our judgment would be of the greatest value to her.

No Palmer Method Teachers' Certificate will be granted the applicant until a satisfactory examination is written, consisting of nearly all of the 172 drills in the Palmer Method Manual. This examination should include statements regarding the applicant's ability to teach practical writing, as indicated by classroom results.

STATE OF TEXAS THE DEPARTMENT OF EDUCATION AUSTIN

The A. N. Palmer Co.,
New York, N. Y.

January 1, 1919.

Gentlemen:—

The Texas State Textbook Commission, at its recent session, approved the entire list of publications as shown in your bid for use in the schools of Texas at the prices and terms specified.

Your bid has been filed in the records of the Commission and the samples submitted have been carefully placed in the Department of Education as standards of quality and workmanship and for reference and convenience of the members of the Commission.

Sincerely,
(Signed) W. F. DOUGHTY,
State Superintendent and
Secretary of the Commission.

To City Superintendents and Principals

It must be a self evident fact to all educators that teachers cannot teach successfully a subject they do not understand themselves. Through the copybook plan of instruction, teachers learned, while pupils in the grades, to follow closely in the circumscribed spaces of copybooks the mechanically perfected forms at the tops of the pages on which they were writing. The writing in the copybooks was slowly done with finger movement, while the muscles of the body were tense, the spinal column twisted, and the eyes too close to the paper for ocular safety.

Penmanship under the copybook plan was a very puzzling proposition because it always happened that while the painstakingly drawn copies in the copybooks were beautifully done, the writing in spelling, composition lessons, examinations and other written tasks was *not* well done. In other words, under the copybook system of writing, the penmanship deteriorated swiftly and soon became almost, if not quite, illegible scribbling.

It was clearly evident that something was palpably wrong with the copybook. Under the 52-degree-slant copybook system of writing, the penmanship was poor; under the vertical system of writing the penmanship of our elementary schools was even worse, and under the so-called medial system, penmanship was no better. The copybook systems of penmanship, in various guises, have proved to be failures.

It is now generally understood that good writing must be based, first upon healthful posture, and second upon muscular movement in which the large tireless muscles of the arm are constantly in action. Copybook finger movement penmanship compelled unhealthful posture, while muscular movement penmanship compels an upright position in which the spinal column is straight, the eyes far enough from the paper for safety, and the writing viewed at the correct angle.

It has been demonstrated over and over that pupils who do not sit in healthful postures do not use muscular movement, no matter how strongly their teachers may insist that they do.

Since the majority of teachers now in the elementary schools were trained only in copybook penmanship during the eight years they were in the elementary grades, not much progress can be made toward the reformation of penmanship until these teachers learn the mechanics and pedagogy of practical writing.

The authors and agents of several of the new systems of writing made somewhat in imitation of muscular movement penmanship, claim that the teachers will not need to study and practice penmanship if their systems are adopted. This is tantamount to saying that if you adopt their system of writing they will not bother you, they will not ask your teachers to learn practical penmanship—and, inferentially, the deduction is that penmanship does not really matter. The aim being, evidently, just to let teachers have an easy time, irrespective of the needs of the pupils.

The success of the Palmer Method of Business Writing is based upon a vital educational fact; which, is, that *teachers cannot teach what they do not know.*

The traveling instructors of The A. N. Palmer Company are, with rare exceptions, experienced public school teachers who have learned the Palmer Method, and recognizing the vital educational principle embodied therein, have become enthusiasts in this work of penmanship reformation. They are not salesmen. They have never been trained in salesmanship, but they are inspirational teachers, skilled experts in methods of teaching penmanship in all grades of elementary schools. Our instructors cover the entire United States and their services are free to schools in which the Palmer Method has been introduced.

A Teacher for County Institutes

Miss Ethel M. Williamson, Supervisor of Penmanship in the Albion City Schools, Albion, Nebraska, is sending out a circular calling attention to her ability to teach successfully penmanship in County Institutes. Her experience in this line of work has been considerable as she has taught in the Institutes of the following counties of Nebraska—Platte County, at Columbus and at Clay Center, Nebraska, also at Pawnee City.

Pointers recommends strongly Miss Williamson for the line of work for which she is applying.

The Progressive Primary Plan

In Professor James' psychology and in many other works of like character, the importance of teaching correct habits in early childhood is stressed. Yet, in many schools where superintendents, primary grades supervisors, principals and teachers fully realize that it is only through the correct teaching of muscular movement penmanship, that pupils will learn a permanent style of writing embodying legibility, rapidity, ease and endurance, pupils in the primary grades are still taught very large writing which compels the use of the whole arm movement-swing from the shoulder.

If pupils could change without effort from this whole-arm movement to forearm muscular movement, we would make no complaint, but in our very careful investigations covering the entire educational field of the United States, we have discovered that it requires from two to three years to break up this whole-arm movement habit before it is possible to begin to teach pupils muscular movement.

Where big writing is taught in the first two grades and an effort is made to begin Palmer Method in the third grade, the writing is necessarily of a very poor character, not only in third, but in fourth and frequently in fifth grades. The Palmer Method suffers in consequence and is often criticized adversely because pupils who have acquired the whole-arm movement habit in the first two grades cannot overcome the wrong habit at once and do not, as soon as they have in their hands the red-covered Palmer Method Manual, swing into easy rhythmic muscular-movement.

The transition is difficult and the change from whole-arm movement requires time, skilful teaching, and of course, a tremendous amount of patience. Right here is a great deal of lost energy in elementary school work.

If muscular movement penmanship is correct, why not begin to lay a solid foundation for the chirographic superstructure just as soon as pupils enter school?

Formerly it was theoretically stated that some pupils of six and seven years of age were not developed sufficiently to use muscular movement. That theory has been exploded. It has been shown clearly in many schools that pupils of four and five years, no matter how thin and emaciated they may be, can develop sufficient movement for penmanship purposes. The stretching of the skin over the bone of the little arm gives sufficient movement for penmanship. The babies in first and second grades who have been taught skilfully how to roll on the muscle of the arm find the practice of penmanship the most absorbing and interesting work of the day. In fact, the period devoted to the practice of muscular movement writing is, in many first grades, considered by teachers and pupils a period for relaxation and play. Young children love to play with the ovals and with the other simple drills. Then they enjoy building up words from the capitals and small letters they have practiced.

Under the Palmer Method plan for primary instruction, the time of pupils is divided about equally between the desk and blackboard. No movement drills are practiced at the blackboard because the teacher makes it clear to the pupil what she understands herself, and that is, that the whole-arm movement swing from the shoulders which they use at the blackboard does not need special practice for penmanship purposes since it is this movement that they practice constantly as they run and jump and constantly swing their arms in their out-door games.

The skilled primary teacher of Palmer Method Penmanship makes her little children see clearly that the movement used at the blackboard is not the real writing movement. So the pupils soon learn when sitting at the desk to rest easily on the large portion of the forearm, to slide easily on the finger nails, and they also learn that the driving force is in the upper arm, above the elbow. They learn quickly that if they will keep their spinal columns straight and their eyes about twelve inches from the paper and maintain right angles at the elbow, they can roll, roll, roll on the muscle, muscle, muscle, hour after hour, without the least physical strain.

All accepted principles of child psychology and good pedagogy, prove that in this matter of penmanship, pupils should be grounded in correct basic principles in first and second grades. If this is done, we will have fair muscular movement writing in third grade, better in fourth, and writing in fifth grades that will be far superior than was formerly expected in eighth grades classes.

Palmer Method in the Normal Schools

The art and pedagogy of writing have been revolutionized during the past fifteen years, and the sudden prominence of this long neglected subject has put it straight up to the teacher, who, in too many instances, has been weighed and found wanting. No one would think of intrusting the teaching of mathematics to a person who knew not the rudiments of that branch, but it is a common occurrence in schools where penmanship is given a place on the program, to find teachers who have never learned to write, who know nothing whatever of the pedagogy of the subject, essaying to teach penmanship.

Where lies the blame?

The Normal School is the seat of learning where the various qualifications for the teaching profession are acquired. In the majority of these schools, where copious "notes" are necessary to the intelligent assimilation of each subject elected, there is no attention at all given to the medium through which these notes are taken. Here, as in primary and grade schools, is plenteous need for a workable knowledge of penmanship.

In order to meet this need, many Normal Schools have, more or less recently, installed a department for this subject, providing adequate and efficient supervision therefor. Many of the State Normals throughout the country have adopted the Palmer Method, and unite with the official teaching experts of The A. N. Palmer Company in the production of good writers and writing teachers. Every possible aid is given, and the Author of the Palmer Method keeps in close personal touch with the Normal Schools, because he appreciates keenly the importance of looking to the young teacher's ability to cope with the Palmer Method subject, its pedagogy and its art.

Interesting Information

Recently a questionnaire was sent out by the Head of the Penmanship Department of a western Normal School to all the Normal Schools of the country asking, among other things, what system of penmanship was taught in the school. The schools replied hardly without exception and the writer of the questionnaire very graciously sent the results to us for our information. Here they are:

Of a total of 137 Normal Schools answering, those using The Palmer Method of Writing exclusively were 73; in addition there were 10 others who reported using The Palmer Method in connection with some other system, making a total of 83 using The Palmer Method. There were 14 using the Zaner system exclusively, and in addition, 5 others using the Zaner system in connection with The Palmer Method; there were 11 schools using other systems by local authors whose names are not familiar; and there were 24 not teaching penmanship at all! While, of course, it is most gratifying to know that such an overwhelming number of the schools are using The Palmer Method, it is most alarming to learn that there were 24 Normal Schools—teachers' training schools—that were not teaching penmanship!

"Before and After" specimens of Cody Baker, second grade pupil of the Walla Walla, Wash., public schools. Quite an improvement for a seven year old boy within four months.

The snow keeps the roots warm

Cody Baker January 21

The snow keeps the roots warm

Cody Baker May 20

The Limited Use of the Typewriter

It is fully recognized that the typewriter has won for itself a pre-eminent place in the business world and, in schools offering courses to students who wish to specialize in typewriting, it also is invaluable. But the argument one hears occasionally that the typewriter has made the study of penmanship unnecessary is so unreasonable and misleading that it should not be considered at all by thinking educators. Good handwriting will always be in demand and so will the typewriter; the two should go hand in hand.

Recently The A. N. Palmer Company sent a questionnaire to several hundred leading business men of New York City and, among others, was the question: "Has the typewriter made good handwriting unnecessary in business?" Over 99% replied "No." And this in the typewriter's own field whereas handwriting is used in every walk of life.

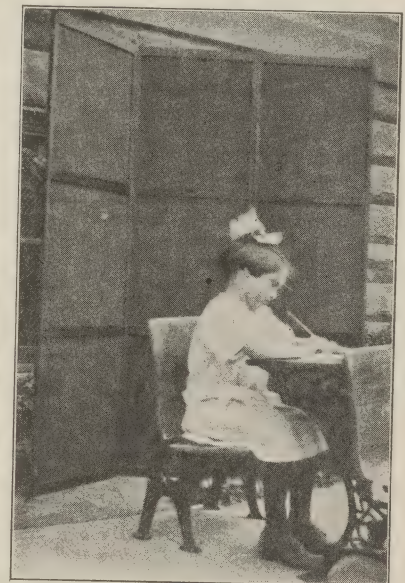
It is not possible that pupils in public schools should now, or ever, be provided with typewriters for written tasks in the school and at home. The cost for the machines and maintenance would run into millions too swiftly, and there is no room in the schools or the homes for them.

Since pupils must continue to use handwriting for the transmission of thought to paper in correlation with all subjects, why should they not be taught a system of penmanship that, when thoroughly mastered, is as plain as print, written at commercial speed, and which compels healthful posture? That system is the Palmer Method.

The Work of Our Traveling Instructors

The plan followed by the traveling instructors of The A. N. Palmer Company as they visit cities, towns and county institutes where the Palmer Method has been adopted, is, so far as is practicable, to give model lessons in lower, intermediate, and higher classes, with teachers observing; to survey the penmanship work of the school system as a whole, and to meet in after-school conferences with the teachers. The conferences with the teachers coming after the model lessons have been given and the inspection has been made are very important. In these conferences teachers are drilled in the basic principles of muscular movement and are advised exactly what they should do from grade to grade in order to teach progressively muscular movement penmanship to their pupils.

Marjorie Piland, first grade pupil of the Walla Walla, Wash., schools, Miss Sitz teacher. Note her healthful posture. See page 5 for specimen of her writing.



Personal and News Notes

The Palmer Method has recently been adopted in the public schools of Franklinville, New York. Miss Gertrude Meagher has been engaged as Supervisor. Miss Meagher attended the Palmer Method Summer School in New York two years ago and is thoroughly skilled in the mechanics and pedagogy of muscular movement writing. The principal, Mr. Dye, has enrolled with his teachers and all are studying our Normal Course.

Public School No. 30, Brooklyn, New York City public school system, is making splendid progress toward unifying the muscular movement penmanship, according to the Palmer Method Plan. Dr. R. F. McCormick, the Principal, is greatly interested and his teachers are co-operating sympathetically with him in their efforts to make the penmanship of the school ideal.

Miss Carrie Schartle, a graduate of the Palmer Method Summer School at Cedar Rapids, Iowa, has been elected Supervisor in the Public Schools at Watertown, South Dakota. Miss Schartle is well qualified by training and experience for the important position to which she has been elected.

We have recently examined a number of spelling and language papers which were written by the pupils of the Public Schools of Albion, Nebraska, and readily class this work as good. Excellent writing prevails in the Albion schools. These results of merit have been obtained through the untiring efforts of the Supervisor, Miss Ethel Williamson, and the grade teachers. Miss Williamson has had remarkable success teaching penmanship to teachers not only in Albion, but in the County Institutes of Nebraska.

Our traveling instructor, Miss Lula J. Bryan, reports from Greenville, Miss., as follows: "At the Central Grammar School in Greenville today I found the work exceedingly good. Mr. E. E. Bass, the superintendent, and his teachers are enthusiastic and are succeeding admirably in establishing good muscular movement in their classes. The Palmer Method was adopted last session at Belzoni, Miss., and there I saw spelling papers that were written in splendid penmanship. They showed clearly that pupils have already learned how to co-ordinate movement and form in all written work."

The Superintendent at Ames, Iowa, commends Miss Grace Curtis very highly for the work she is doing with her commercial classes in penmanship.

We are glad to announce that Morriss, Minnesota, has just introduced the Palmer Method of Business Writing.

Miss Emily Basson of St. Paul Lutheran School, Appleton, Wis., is very successful in teaching her first and second grade pupils muscular movement penmanship. This report comes to us directly from one of our traveling instructors who recently visited Miss Basson's school.

Miss Sarah Huntridge, Grade Principal at Wellington, Ohio, writes us as follows: "Please allow me to thank you for the splendid help in teaching writing we have received today from your special instructor, Miss Florence K. Barney."

"I felt I could not let the day close without telling you how much every member of the teaching force appreciated the inspiring model lessons given today. Miss Barney won all our hearts and I am not exceeding the truth one particle when I say that she accomplished more good today with both teachers and pupils than I have seen under five different supervisors in this building in the past fifteen years."

Miss Barney is one of our newer traveling instructors and we are pleased to know that she is succeeding so well in carrying the gospel of the Palmer Method to the teachers and principals in the Middle West.

Our Miss C. M. Nicolls recently wrote us that the schools at Herrin, Illinois, took the blue ribbon at the Williamson County Fair held at Marion, Ill., during the first week in September.

This is especially pleasing because we recall that Herrin has only used the Palmer Method two years. When we find such results as these we inevitably trace it back to the co-operation, inspiration and leadership of a superintendent and principals in influencing the teachers to master the mechanics and pedagogy of practical writing, and in Superintendent Roy V. Jordan of Herrin, we have found just such a man.

We are in receipt of a most interesting key to Palmer Method handwriting from L. B. Furry, Supervisor of Penmanship in the Johnstown, Pa., schools. This key is designed to indicate to the teachers in the grades the mark of percentage which should be given to a pupil in writing for any number of letters per minute, in any grade from first to eighth inclusive. We think this key should prove of great help to the grade teachers.

The entire force of the Grass Point, Michigan, schools, with Superintendent Katherine Gaertner leading, is pursuing the Palmer Method Course of Normal Training. They are securing results accordingly.

Superintendent J. J. Bohlander at Montevideo, Minnesota couldn't make J's, so he joined a most enthusiastic class composed of all of his teachers. They worked until 6:15 P. M. and then no one wanted to break up the party. The teachers there are just as interested in penmanship in their own rooms, and with this stick-to-it-iveness, results are sure to follow.

The Normal department girls at St. Peter, Minnesota, under the able supervision of their teacher, Miss Anna Hensel, are striving to obtain their Teachers' Certificates. They are determined to teach Palmer Method right when they begin their careers in Nicollet County next year.

The teachers of State Center, Iowa, are co-operating with their Superintendent in a very fine manner to secure results in penmanship. A penmanship club is to be formed soon with Superintendent Schell as instructor. Pupils of the school will be permitted to join when it is determined that they use muscular movement in all their written work.

Superintendent T. B. Mower of Granite Falls, Minn., has in Miss Lily Paswalk a most splendid supervisor of penmanship. Miss Paswalk teaches the Palmer Method in the Junior High School and is getting real Palmer Method results.

One of our traveling instructors in the Chicago territory reported to Mr. Palmer that County Superintendent William A. Boerger of Stearns County, Minn., had some splendid Palmer Method work on display in his office. This work was done by pupils in his rural schools and had taken first prize at the County Fair. Mr. Boerger is one of the men who are leading the way for other County Superintendents in reforming the penmanship in the rural schools of the country. As usual, he selected the easy Palmer Method Plan and the results amply justify his judgment.

Chaska, Minnesota, is bubbling over with Palmer enthusiasm. The Superintendent, Mr. F. E. Hamlin, is most anxious that his teachers should qualify while they in turn are most anxious to get through the Red Book, knowing the reward that will be theirs on its completion.

Our Miss Florence Barney reports that Superintendent C. E. Wysong of Assumption, Illinois, has begun a penmanship drive with his grade pupils. A good start has been made and with interest and enthusiasm at a high pitch, it is predicted that the improvement will be marked and that within a short time good penmanship throughout the schools will be the result. Miss Ella Conlin, having charge of first grade penmanship in the West Side Building in Assumption, is doing some exceptionally good work in teaching muscular movement penmanship to her little children. She has been successful in changing three of her pupils from left to right hand in penmanship. Miss Conlin stated that her success with her children was due to closely following Writing Lessons for Primary Grades and the accompanying Teachers' Guide.

St. Clair, Michigan, has completely adopted the Palmer Method. The teachers and Superintendent Misener are wide-awake and enthusiastic. Good results are being obtained.

We are glad to know that the public schools of Elroy, Wisconsin, of which Mr. C. W. Collman is Superintendent, made complete Palmer Method adoptions on December 16, 1918. All of Mr. Collman's teachers have signed up for the free normal course by correspondence offered by The A. N. Palmer Company.

The teachers at St. Cloud, Minnesota, are all qualifying for their certificates. They meet for general practice once each week and are being ably supervised by Miss Helen Bouton.

Mr. D. A. McGruder, Superintendent of

Township High School and the schools of District No. 154, Westville, Illinois has recently made an adoption of Palmer Method for all of his grade pupils. He has a splendid corps of teachers, all of whom are enthusiastic about the writing. Most of them are enrolling for the Normal Course.

We are in receipt of specimens of writing from the pen of Master Anthony Kopffhammer which is very good penmanship and, we think, most remarkable in view of the fact that Master Kopffhammer has lost both hands. He writes with just the stubs of his two arms and with very good muscular movement.

The Sisters of Notre Dame at St. Joseph's School, Milwaukee, Wisconsin, trained Master Kopffhammer by means of the Palmer Method of Business Writing. If the difficulties this little fellow encountered in learning to write did not prevent him from succeeding, surely the countless other children throughout the country will take hold and resolve never to acknowledge failure in this most important subject.

Miss Kate M. Tomkies of Gainesville, Florida, writes us the following most interesting letter:

"Three summers ago, in Knoxville, I took your course in Business Writing. I had been teaching for a number of years, but up to that time I simply *hated* to teach writing. Those fifteen minutes seemed to me the longest in the whole day's work. Whenever I could find any possible excuse for so doing, I would omit the writing lesson for that day. Now, the writing period is one of the most pleasant parts of the day and I have to be careful or I'll run far overtime. My trip to Knoxville cost me about \$100, but I feel that I have been repaid in the joy that I find in teaching writing."

We are glad to note that Miss Marie E. Kaufman, Supervisor of Writing, at Plattsmouth, Nebraska, is securing wonderful results in Palmer Method penmanship. The Plattsmouth local paper speaks glowingly of her work. Fine! There's just no stopping a Palmer Method trained teacher—and we are proud to shine in Miss Kaufman's reflected glory!

The Palmer System has been introduced into the schools of Phoenix, New York, and all teachers have enrolled for the Normal Course. The principal, Mr. Van Nort, is an advocate of good penmanship.

Dr. Martin Joyce, Principal of Public School No. 97 in the Borough of Queens of the New York City Public School System, recently wrote us a very appreciative letter of the services rendered by our Mr. S. E. Bartow, who spent one day visiting class rooms and giving model lessons. Dr. Joyce's letter is as follows:

Dear Mr. Palmer:

Mr. Bartow spent yesterday in this school. The teachers unanimously attested to his helpfulness.

He has discovered the classroom difficulties and a remedy for each, a remedy that works a cure.

For what he did for us yesterday, I think I should send this meed of praise.

Wishing you all the felicities of the season, I am, Very sincerely yours,

MARTIN JOYCE.

The Palmer Method has been adopted in the city schools of Harlowtown, Montana, and the Supervisor, Miss Mercier, is helping all the teachers to master the Palmer Method. We predict great success for Miss Mercier and her teachers.

Mr. Charles Philhower, Superintendent of Public Schools of Westfield, New Jersey, recently introduced a traveling instructor of The A. N. Palmer Company, in part, as follows: "The Palmer Method of penmanship is the best system of penmanship of which I have knowledge. I am strong for the Palmer Method and there is no reason why we cannot get good results if we get down to business and follow the Palmer Method Plan systematically."

Miss Lula J. Bryan, one of our traveling instructors, reports good work being done with the Palmer Method in the Greenwood, Miss., public schools. Miss Mary Gayden is the principal and her teachers consider the free correspondence course an opportunity by which they can qualify as teachers and perform their duty to their pupils. We predict ideal writing for the Greenwood schools.

The Use and Abuse of the Blackboard

A principal said to me recently, "I fully realize and I think most educators agree that writing habits such as posture and movement should be taught from the time a child takes a writing tool in his hand. It is difficult to get position, movement and form for a time, and the thing we have to contend with is this—children must be taught letter formation. What remedy would you suggest?"

Answer: "Has it ever occurred to you, that the blackboard offers one of the most effective and delightful mediums through which formation may be taught to children in the first and second grades? In fact, when the blackboard is properly ruled with black India ink, lines about four inches apart, three very important things may be taught, viz.; FORM, RELATIVE HEIGHT and RHYTHMIC COUNTS? all three of which will be used when the child begins work at the desk."

Principal: "But is nothing done at the desk while they are studying formation, size and rhythmic counts at the board?"

Answer: "O, yes! The children are being taught how to sit, how to relax and how to run the writing machine, keeping the arm on the desk, the hand gliding on the nails of the third and fourth fingers, and enough space under the wrist to admit light. They must also be taught penholding, which often requires much individual attention on the part of the teacher. They can then be allowed to retrace with the wrong end of the penholder some of the easy movement drills given on pages eight, nine and ten in the little blue book, a copy of which should be in the hands of every child. At this point, the children should be taught that every movement made with the point of the penholder, should have a corresponding movement made with the finger nails. After this an attempt to reproduce the drills on their paper with their pens or pencils (pen and ink preferred) should be made."

Principal: "Are movement drills practiced on the board?"

Answer: "Never!"

Principal: "Why?"

Answer: "Because these drills are for developing muscular movement, while nothing but whole arm movement can be used at the board, and this movement is developed unconsciously by children while at play."

Principal: "How is the study of form, size and rhythm taught at the board?"

Answer: "At the very beginning, the teacher should write copies of the proper size and form, over which the children will retrace to the right count. It is very important that good forms be provided for retracing, otherwise it would be better for the children to take their little blue books to the board and imitate the blackboard copies given therein. This plan must be followed at any rate after a few weeks of retracing."

Principal: "When should the blackboard work be discontinued?"

Answer: "Just as soon as the children are well enough grounded in position and movement to attempt some simple forms at the desk. However, the board may be used when necessary in the first and second years, to teach NEW FORMS."

Principal: "Beginning with the third year, I often notice that the teachers place the entire lesson on the blackboard to be copied by the children. Is this a good plan?"

Answer: "Decidedly not."

Principal: "Why?"

Answer: "In the first place, not every teacher can write well enough to furnish copies for imitation and, second, the children see the blackboard from different angles and distances. This effects the size and slant. To explain—to the children in the rear of the room, the copy appears smaller than it does to those in the front of the room and the only child who can see the copy at the right slant is the one sitting directly in front of the copy. To the child sitting to the right, the writing appears almost vertical, while to those on the left, the copy has more slant."

Principal: "I had not thought of that, but it sounds sensible, and therefore, is good pedagogy. But to just what extent is the board used in these grades?"

Answer: "It should be used by the teacher to point out the general errors in letter formation being made by the class. They should be sent to the red book for all models to be imitated for size and spacing. Thus, they will be imitating models that are correct, and uniform, and of the right color."

Principal: "That is interesting. Are there any exceptions to this rule?"

Answer: "A good teacher may find occasions when it may be helpful and arouse interest in the class to have certain pupils go to the board to discuss some error that he or she has made. I remember an interesting case some years ago. I was teaching the capital D, and I found a little girl making what we call a "flatfooted D," that is, the line passing from the loop to a second contact with the base line, instead of being curved, was almost straight. I asked that pupil to go to the board and make a D. She did so and made the same mistake she had been making on paper. I then asked for volunteers to point out the mistake she had made. One little girl raised her hand and I had her to come to the board and correct the mistake, which she did very nicely. The first little girl returned to her seat, took up her pen and at once corrected the mistake she had been making, and I doubt if she ever made the same mistake again."

Principal: "I thank you for all this information. I can readily see the part that the blackboard should play in the teaching of writing. I can also see how it may be abused."

Answer: "Teachers should also be cautioned, when placing any written work on the board to use at all times correct letter forms as children are quick to imitate. They seem especially eager to imitate forms that are out of the ordinary. If the teacher is careful to use at all times and in all written work placed on the blackboard only Palmer Method forms, it will have decided influence for good upon all written work of the entire school."



Group of Certificate winners of the Jefferson School, Walla Walla, Wash.

(Read the story on pages four and five.)

Collateral Literature of Palmer Method Penmanship

We are continually receiving letters from teachers of penmanship telling us that they find our collateral literature of the greatest help in their teaching of penmanship. All of this literature is sent to any teacher free of charge and we are glad to send it. Our only condition is the assurance from the teacher that she will read and study it. All of the literature is designed to meet some particular problem arising in the teaching of penmanship. The demand seems to be greatest for our "Eight Essential Steps," Mr. Palmer's "Outline for teachers" and the "Questions and Answers" booklet. These are all constructive and will be of invaluable aid to any teacher of penmanship. Write to our nearest office for any of this literature. We want you to have it.

Personal and News Notes

Miss Clara L. Coman, an enthusiastic, skilful demonstrator and teacher of Palmer Method penmanship, has been appointed teacher of penmanship and commercial branches in the State Normal School, Trenton, N. J. Miss Coman is a firm believer in muscular movement writing for the masses. She believes that the muscular movement system of penmanship should be learned by all teachers and should be taught to all pupils.

In the Durand, Michigan, public schools all teachers are so enthusiastic in their support of the Palmer Method plan that they are following it with strict fidelity. Every teacher either has a Palmer Method Teachers' Certificate or is enthusiastically nursing the free Normal Course. Supt. W. S. Goudy is a firm believer in good writing.

From the St. Paul, Minnesota, Pioneer Press we clip the following:

"Mayor Hodgson and A. N. Palmer, author of the 'Palmer Method' of business writing, will be the principal speakers at a meeting tomorrow night at the Twin City Business College, Raymond and University Avenues. A special invitation has been extended to educators of St. Paul and Minneapolis to hear Mayor Hodgson and Mr. Palmer, who will discuss 'Business Writing as a Commercial Asset.'"

"This is just one instance of Mr. Palmer's increasing activity in helping teachers in their penmanship work throughout the United States, and it goes without saying that his activity is one of the principal reasons for the universal use of the Palmer Method throughout this country."

Miss Florence Barney, one of our traveling instructors, was recently invited as a guest at Marion, Ohio, by the Study Club of Marion County Teachers. The leader of the club was Mr. Chas. F. Reeb, who is connected with the State School at Bowling Green, Ohio.

When Miss Barney was introduced to Mr. Reeb, he gave expression to some very complimentary things regarding the Palmer Method and, among other things, he said: "The finest system of writing known and the secret of its great success is the follow-up plan and the qualifying of the teachers." He mentioned some fine instruction which he had seen our Mr. J. M. Tice do in Plymouth, Mich., and complimented highly the type of teachers who represent The A. N. Palmer Company.

Miss Frances E. B. Smith, one of the 1918 graduates of the Palmer Method Summer School at Evanston, Illinois, and who has just accepted a position in the Jacksonville, Tennessee, schools, writes Mr. Palmer as follows:

"Mr. Charles E. Dryden, our Superintendent, had the teachers helping him unpack books today. Such a huge number of books of all kinds! When I saw the Palmer Manuals, I went 'Rah 'Rah!' There was such a number. You may be sure that I gave special care to the unpacking of them."

We feel sure Miss Smith will have great success in her work.

Mr. E. G. Dankworth, Superintendent of Lutheran Schools, Pittsburg and Allegheny County, Pennsylvania, reports that very good results in writing have been received since the introduction of the Palmer Method of Business Writing. Mr. Dankworth is interested in having his teachers qualify in the mechanics and pedagogy of practical writing, and he advises that the pupils are showing a lively interest in the daily exercises in penmanship.

Miss Minnie B. Ashton, Supervisor of Penmanship in the public schools of Fargo, N. D., is a successful leader in the penmanship reform. She works sympathetically with the teachers of Fargo and in writing about her work recently she made the following statement: "We are enjoying the work, and the new teachers this Fall are very enthusiastic in their work in the correspondence course."

Our Miss Lulu J. Bryan, a traveling instructor in the Chicago territory, writes us in glowing terms of how the Memphis, Tennessee, schools have started work with the Palmer Method. She says that she has never seen a finer spirit of co-operation between superintendent, supervisors and teachers, and never before has she seen such interest shown in writing lessons. The pupils of the eighth grade will try for diplomas so that they may take the grammar school diploma and the Palmer Method diploma with them as they go to the high school.

This is splendid and we feel confident that the improvement in the writing in the Memphis schools will shortly astonish us.

Miss Anna Shewmaker, the enthusiastic Supervisor of Penmanship in the public schools of Grand Forks, N. D., has had an enforced vacation on account of the influenza epidemic, but she made good use of her time by visiting rural schools in company with the County Superintendent, and in each school visited she secured the pledge of the teacher to begin the Palmer Method Normal Training Course.

It is only two years since the Palmer Method was first introduced into the public schools of Grand Forks. That was at a time when finger movement and vertical writing was practiced. Even with the double task of breaking up bad established habits, and teaching new habits for penmanship, wonderful progress towards universally good writing has been made in the Grand Forks schools.

We are pleased to note that the Extension Department of Des Moines College, Des Moines, Iowa, has decided to use the Palmer Method Plan. Mr. James F. Page, Director of the Extension Department, has the work in hand and we feel confident that the work will be most efficient indeed under his direction. We are proud of this additional opportunity to help in the reformation of penmanship which is now again in full swing throughout the country.

Miss Nimie Hagberg has accepted the position as Supervisor of Writing at Carthage, Missouri. We wish Miss Hagberg unlimited success.

In Prospect Valley, Ohio, the teachers attempted to teach the Palmer Method of Business Writing without first supplying their pupils with the textbooks. This plan was tried until it proved a failure. Now the pupils are all supplied with books. They are also supplied with Palmer paper and pens, and all teachers have enrolled for the Normal Course through correspondence.

Already there is a perceptible improvement in the penmanship and again the Palmer Method Plan has proved a success.

At St. Paul's Lutheran School in Appleton, Wisconsin, the teachers all signed for the Correspondence Course and they are getting splendid work in the first and second grades, and in the fifth, sixth, seventh and eighth grades. The third and fourth grade teacher did not understand the Method, but signed for the training.

Miss Lillian Anglim, an instructor in the Deaf School in Oshkosh, Wis., has adopted and is teaching the Palmer Method of Business Writing to her pupils. Miss Dickson, one of our traveling instructors compliments Miss Anglim very highly as an intensive, successful teacher.

No wonder we find such good writing in the Marquette, Michigan, schools! The following suggestions to the teachers were sent out signed jointly by Superintendent A. R. Watson and Supervisor K. J. Scully. It is just such co-operation between superintendent, supervisor, teacher and pupil that has enabled the Palmer Method to serve as the most efficient medium in securing uniform good results throughout the country.

"TO TEACHERS:

The object of the penmanship lesson is to teach pupils how to write at all other times. The real test of ability to teach practical writing is found, much less in the drills during the writing lesson, than in the regular school work where penmanship is used. Let us make each written lesson, this year, a writing lesson.

To carry over movement into all written work, it is of great help to pupils if, whenever written work is required, attention is called to posture, relaxation, etc.

It is impossible to obtain good results in writing if we have not the co-operation of Supervisor, Teacher and Pupil. May we not co-operate this year?

(Signed) A. R. WATSON,

Superintendent.
KATHERINE J. SCULLY,
Supervisor of Writing."

We are sure that educators who are in doubt as to whether or not teachers should teach children to write with their left hands, will be interested in the following news item from Boston:

Ban on Left Handed Writing

Boston, May 24.—Left handed writing must be abolished in the schools of this city, the school committee ruled today. Notices were sent to teachers to instruct all pupils of the first four grades to use only the right hand in writing.

Caledonia, Ohio, has also a complete adoption of the Palmer Method and the teachers are taking our Normal Course through correspondence and have already given their pupils a good start in the basic principles of muscular movement. District Superintendent Heistand is in charge of the schools at Prospect Valley and Caledonia.

Miss Myrtle I. Terrien of Clinton, Iowa, sends us a splendid letter in reference to our Miss Elizabeth Mullen and her work.

"Miss Elizabeth Mullen, one of your demonstrators, has just been here. Miss Mullen has an easy charming manner with the children and as she has been a real help in my work I want you to know it. This spirit of helpfulness seems to characterize the Palmer Company."

Miss Mullen is another one of our newer traveling instructors and we are glad to know that she receives cordial receptions wherever she goes.

Mr. William F. Sims, Supt. of the Webster-Dudley School Union with residence at Webster, Mass., has advised us that the School Committee of Webster has voted to give an additional increase of \$50.00 in salary to all teachers who qualify in the Palmer Method of Business writing before May, 1919.

The Dudley School Committee voted to increase the salaries of teachers of Dudley \$1.00 per week if they too would qualify by May 1919.

Our Miss Lulu J. Bryan writes us of a typical statement made by principals and teachers who have been helped through taking our free Normal Course by correspondence. In a recent interview, Mr. S. L. Ragsdale, Principal of the Gothrie School, Memphis, Tenn., said: "Miss Bryan, I am thankful and glad every day that I know how to write muscular movement. Then, too, when I say I am a Palmer graduate, every one knows what that means."

Claridon Township (Ohio) Centralized School, under the direction of O. C. Apt, Principal, Marion, Ohio, is just introducing the Palmer Method into the grades and Junior High School.

All the teachers and pupils are very much interested in the work. Mr. Apt is taking the Normal Course with his teachers. He plans to arrange a twenty minute practice period every day when he will meet with his teachers and, together, they will practice their drills. That's system and will bring results.

The Business and High School Edition of the Palmer Method of Business Writing has been adopted for use in the Patrick Commercial School, York, Pa. Mr. R. E. Patrick is principal of this school, which is one of the most progressive schools in the state.

Mr. W. A. Wollenhaupt, Superintendent of the public schools, Washington, Illinois, stated recently to one of the corps of Palmer Method instructors that high school pupils who had practiced Palmer penmanship in the grades wrote legibly and that was more than he had known pupils to do under other systems of writing.

Mr. T. J. Jones, Superintendent of the public schools, West Allis, Wisconsin, expressed, to our Miss Dickson, great satisfaction with results in penmanship obtained in his schools by the Palmer Method. Miss Emma K. Zlatnik of the West Allis Schools is making a fine record as a successful teacher of muscular movement penmanship. Her seventh and eighth grade pupils write from twenty-six to forty words in daily spelling lessons, make necessary corrections and report in ten minutes. The penmanship is exceptionally good. Pupils of the West Allis Schools took the blue ribbon premium at the last Wisconsin State Fair. All the teachers of West Allis qualify for Palmer Method Certificates.

An adoption of the Palmer Method of Business Writing has been made in the public schools of DeWitt, Iowa. Miss Margaret Buchanan is the Superintendent.

Mr. D. E. Torrico, a well qualified teacher of the Palmer Method of Business Writing, is instructor of penmanship in The American Institute, La Paz, Bolivia, S. A. Mr. Torrico recently sent us the latest catalog of this institution, and throughout we notice prominent mention of the Palmer Method of Business Writing in connection with the Freshman, Sophomore, Junior and Senior years. We are naturally pleased to have the Palmer Method introduced and taught in such a representative institution as The South American Institute of La Paz, Bolivia.

Specimens written by eighth grade pupils in the Walla Walla, Wash., public schools. The names of the pupils and teachers are given under each specimen.

Eighth Grade

*I am very grateful for the
help you have been to me in*

Millicent King—Teacher Miss Stafford

*And by such pleasant pathway led,
Your life must needs be sweet.*

Katherine Fries—Teacher Miss Schauhl

After his great victory Lee

again crossed the Potomac,

Marie Ruzey—Teacher Miss Rounds

And shows you've failed to win.

Jane Bolt—Teacher Miss Thomas

Pull push and practice penmanship

Lillian Wright—Teacher Miss Alexander

Demand accuracy in your writing.

Elizabeth Clark—Sharpstein School.

*W W W W W W W W W W W W W W W W
Willing Willing Willing Willing Will*

Amy Swanson—Sharpstein School

Easy to Follow

The proof of the pudding is in the eating and we are always glad to have our patrons tell us what they think of the Palmer Method. The following is just one of many letters which we receive telling us what they think of the Palmer Method after using it for several years. Our innate modesty prevents our printing more:

"I believe the Palmer Method is the best method, easy to follow, and that it is highly desirable to have it in operation in our schools.

(Signed) "EARLE A. CHILDS,
"Superintendent of Schools, Litchfield, Conn."

The Palmer Method Spellers

The Palmer Method Spellers have been adopted for use in the second, third, fourth and fifth grades of the Grafton, W. Va., public schools.

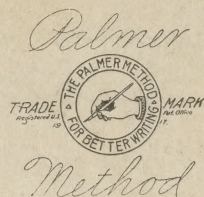
Other recent adoptions are SS. Peter and Paul School, Lehigh, Pa., Haldane High School, Cold Springs-on-Hudson, N. Y., and Mars Hill College, Mars Hill, N. C.

THE BEST WRITING MATERIALS

Palmer Method writing paper, pens, penholders, ink and pencils are selected by penmanship experts and manufactured under their supervision.

Why waste time with poor materials when good Palmer Method supplies can be had at the same price, or less?

The Palmer Method Trade-mark is watermarked into every sheet of our white practice paper. It is the stamp of good paper. Look for the watermark.



Illustrated catalogue and wholesale price list will be sent on request, also samples of papers and pens.

PALMER METHOD PRACTICE PAPERS

REGULAR—8x10½ inches. The best obtainable practice paper.

SCHOOL—8x10½ inches. Same as Regular in quality and finish, but lighter in weight.

CHICAGO—7x8½ inches. Convenient size for the third and fourth grades.

SCHOOL SPECIAL—7x8½ inches. Same as Chicago, but lighter in weight.

PRIMARY—6x9 inches. For the primary grades, also notes and composition.

CANARY—Two sizes—6x9 inches and 8x10½ inches. Excellent finish for pen or pencil.

COMBINATION BOOK—Penmanship Results, Spelling and Composition.

TABLET No. 1—The best in the world. Contains 40 sheets of Palmer Method "Regular" watermarked paper. For all written work.

PALMER METHOD PENS—Known the world over for their fine writing qualities. A style for every use in the school room.

PALMER METHOD PENHOLDER No. 2—Hard wood with metal core. Finest school penholder made. Low in price.

PAD No. 2—Canary Paper, 6x9 inches.

PAD No. 3—Canary Paper, 8x10½ inches.

TABLET No. 4—For spelling—Regular watermarked paper.

PAD No. 5—8x10 inches. Excellent paper, low in price.

THEME TABLET—8x10 inches, 50 sheets, marginal red line.

PALMER METHOD INK POWDER—Used in The A. N. Palmer Company offices and Palmer Method Summer Schools. Better and more economical than fluid ink. No waste. Does not corrode pens.

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